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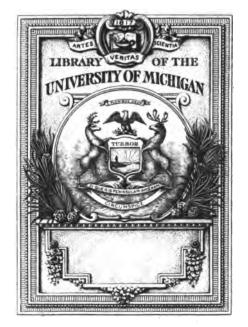
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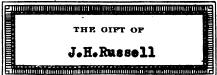
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PITMANIC SHORTHAND

A COMPLETE TEXT-BOOK
ON THE AMERICAN-PITMAN SYSTEM.

BY ,\(\frac{\chi}{\chi}\)
SELBY A.\(\frac{\chi}{\chi}\)MORAN,

Instructor in Shorthand, Ann Arbor High School. Principal of the Stenographic Institute, Ann Arbor. Author of "One Hundred Valuable Suggestions to Shorthand Students."

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PREFACE

On account of the great number of real and imitation systems of Shorthand there certainly is no need for another. There are already too many systems which are nothing more than some standard method of writing Shorthand slightly modified so as to give the promulgator an opportunity to pose as the author of a "new" system. Very seldom are these so-called new systems any improvement over the ones from which they are derived. There will, doubtless, continue to be those who think they have discovered wherein they can modify some minor details in the system of Shorthand which they have learned. Having done this, they will claim to have devised "a new and greatly improved system of stenography." The writer has no sympathy for such people.

While there is no need for a new system of Shorthand there is, however, a great need of improvement in the preparation of Shorthand text-books and in the methods of teaching the subject. During the past few decades there has been a wonderful advance in the methods of giving instruction in most branches of education. Writers of Shorthand text-books especially seem to have felt but slightly the effect of this development and have in the presentation of the subject often failed to embody the best educational methods. It is because of the firm conviction that the writer of this little work is able to offer some new and, as he believes, better ideas as to the methods of teaching the American-Pitman System of

Shorthand that he feels justified in offering this work to the public. If it shall have made the work of acquiring a knowledge of Shorthand more systematic as well as more easy and pleasant, the end sought will have been gained. His many years' experience as a teacher of Shorthand and a careful study of the best methods of imparting instruction in this art inspire a confidence that the publication of this little volume will not have been in vain.

ANN ARBOR, MICHIGAN, September 1, 1904. THE AUTHOR.

Note.—The student should not attempt to make too rapid advancement. A lesson is not mastered until the student thoroughly understands the principles explained in the lesson and is able to apply them readily and correctly in writing the exercises in the lesson. He should also be able to write the wordsigns and phrasesigns without the least hesitation and translate the shorthand at the end of each lesson as readily as he could read the same matter in ordinary print. To do this requires much practice. The more practice given to reading shorthand the better.

Following the last lesson in the text is an alphabetically arranged list of the wordsigns and phrasesigns in ordinary print. Following every third word or phrase is a blank line. It is designed that the student, just as soon as he has committed each list of these signs in the sixth and following lessons shall then fill in the blanks for the words which are given in each lesson. When the lessons are all completed, the student will have a complete alphabetically arranged list of all the abbreviations. The actual work of making this list will aid the student materially in fixing these signs in mind. The teacher should examine the student's text from time to time in order to ascertain whether or not he is keeping his list made up as he goes along.

INTRODUCTION.

A successful text-book on the subject of Shorthand must embody certain recognized principles of the art of teaching, modified, of course, to conform to the peculiarities of this particular subject. It has been the author's aim to apply these principles as far as possible in this work. The general arrangement of the text is as follows:

First. A very few of the principles constituting the system are introduced at a time, beginning with the most elementary.

Second. For convenience in class work these principles are divided into lessons, each lesson consisting in the introduction of a very few new principles.

Third. With the introduction of the principles in each lesson is given a most explicit and thorough explanation of their use.

Fourth. Immediately following the explanation of the principles are a few carefully selected words illustrating the use of these principles. These words are given in both Longhand and Shorthand.

Fifth. Following these illustrations in each lesson is a list of words to be written making use of the principles explained in the lesson. After the student has learned to form the outlines correctly, he should write these words over and over again until he is able to write them readily.

Sixth. After the principle of outline abbreviation has been explained, there are introduced in each lesson a few abbreviations, or wordsigns, as they are called in Shorthand, formed by abbreviating the consonant outlines of commonly occurring words. These wordsigns should be thoroughly committed to memory and written a sufficient number of times to enable the student to recognize the word the instant he sees its sign and to recall the sign immediately upon hearing the word.

Seventh. After the principle of phrasing has been explained, there are given in each lesson, for the student's practice, a few commonly occurring phrases, the words of which embrace the use of the principles and wordsigns in that and preceding lessons.

Eighth. Except in the first few lessons, there are introduced in each lesson a few brief sentences for practice. As soon as a sufficient number of the principles have been given, these sen-

tences take the form of letters since the student has especial need of practice upon this form of composition. The sentences and letters in each lesson are composed of words so selected that they embody, as far as possible, a review of the principles in all the preceding lessons. At the same time no word is ever introduced until the principles, by which it is written in its briefest form, have been explained. The student, therefore, never has occasion to write a word in but one way and that with the briefest possible outline. The carrying out of this idea necessarily restricts the author in the construction of sentences for the student's practice, making it impossible in a few instances in the early lessons, to give for practice sentences with the best possible wording. In order to give the student further practice in the proper phrasing of outlines, the words in each exercise which in reporting should be phrased, are joined by hyphens in the text. These sentences, like the list words, wordsigns and phrases, should be written many times by the student who should not feel that he has his lesson sufficiently prepared for recitation until he is able to write the list words, phrases and sentences within the time specified.

Ninth. For the purpose of drill in reading Shorthand other than one's own writing, there is given at the end of each lesson after the sixth an exercise in Shorthand to translate.

Tenth. To secure thoroughness, every fifth lesson consists of a carefully prepared review of the preceding four lessons.

Eleventh. The student should impress upon his mind the necessity of thoroughly mastering the lesson in hand before taking up a new one.

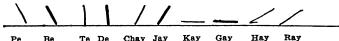
Twelfth. When the lessons have been gone over once they should be thoroughly reviewed, giving especial attention to the wordsigns and to practice on the exercises to gain speed. In this review work, the time given for writing the exercises should be reduced at least one-third. Following this the student should take up miscellaneous matter for speed practice.

This method of presenting the subject of Shorthand to the student is, in the judgment of the author, the proper one. Years of actual experience in teaching Shorthand have demonstrated to him its entire practicability and success.

LESSON I.

THE ALPHABET, SEC. I.

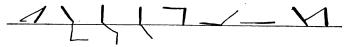
- 1. The first work of the student in taking up the subject of Shorthand is to thoroughly familiarize himself with the consonant alphabet which forms the ground-work of a Shorthand education. The alphabet is divided into two sections: Ist, the straight letters: 2nd, the curved letters.
- This lesson treats of the straight letters. They are as follows:



- Рe
- The names beneath the Shorthand letters are used merely for convenience in referring to them.
- 4. Pe represents the ordinary sound of p, as in pat, pour, par.
- 5. Be is the same as pe except that be is shaded. Be is used for the ordinary sound of b, as in bat, bowl, rob.
- Te is used for the usual sound of t as in tap, tame, tip.
- De is the same as te except that it is shaded. represents the common sound of d, as in date, done, lad.
- 8. Chay represents the sound of ch, as in check, cheap, ditch.
- 9. Jay is the same as chay except that it is shaded. Jay represents the usual sound of j and also the soft sound of

- g which has the same sound as j, as in jam, gem, joke, rage, page.
- 10. Kay represents the ordinary sound of k and the hard sound of c, as in kite, cake, coal, lake.
- 11. Gay is the same as kay except that it is shaded. Gay represents the hard sound of g, as in go, game, log, goal.
- 12. Hay, which is not shaded, represents the aspirate sound of h, as in hotel, hitch, hub, behead. In such words as behead, and wherever hay is the second or following stroke in an outline, the hook on hay is formed by retracing the preceding stroke the length of the hook, as shown in the illustration following in this lesson.
- 13. Ray, which is not shaded, represents the sound of r, as in rug, rake, park, gory.
- 14. Pe, be, te, de, chay and jay are always written downward; hay and ray, upward. They are called upright letters. Kay and gay are always written from left to right. They are called horizontal letters.
- 15. Pe, be, chay and jay slant as shown in the illustrations.
- 16. Te and de should be as nearly perpendicular as possible.
- 17. Beginners are apt to slant te and de slightly, either to the left or right. This causes trouble later when an attempt is made to read words containing te or de slightly slanted when they should be perpendicular. Ray should be given a slightly greater slant than chay. This one naturally does in writing this letter with an upward stroke.
- 18. In writing a word in Shorthand the strokes representing the consonants in the word form what is called the consonant outline of the word and is all that is usually written. Thus, in the word betake, the outline would be be-te-kay; in the word uproot, the outline would be pe-ray-

- te. The vowels, which are explained in a subsequent lesson, are seldom written with the outline.
- rg. In writing an outline for a word it should be begun so that the first upright letter, whether written upward or downward, will rest on the line upon which one is writing. Thus in writing dope, written de-pe, the de should rest on the line. This would of necessity require the pe to be written below the line, since, in joining together the different consonant letters of a word, each letter after the first, begins where the preceding letter ends. For example, in writing the word deputy, written de-pe-te, the de rests on the line. The pe is joined at the bottom of de and goes below the line. Te, the last letter in the word, is written from the end of pe, thus causing it to end the length of two letters below the line.
- 20. When an outline begins with either kay or gay, or an of the curved horizontal letters, the first letter should be written the length of a te above the line, if the first upright letter is written downwards, as in giddy, written gay-de. The outline should begin on the line, if the first upright letter is written upward, as in gory, written gay-ray. That is, an outline should be begun so that the first upright letter in the outline, whether written upward or downward, will rest on the line.
- 21. Words consisting wholly of horizontal letters, such as keg, written kay-gay, should be written immediately above the line upon which the writing is being done, as the outline for keg, shown below.
- 22. The following illustrations will show how the different letters in an outline are joined and where an outline should be begun in reference to the line upon which one is writing:



hedge betake deputy depot giddy gory keg behead

- 23. Care should be exercised in the very beginning to make a clear distinction between light and shaded letters. Trouble always results, especially for the beginner, when he attempts to read matter not properly shaded.
- 24. It is important that all consonant strokes be as nearly uniform in length as possible. About one-sixth of an inch is the average length which the most rapid reporters make their letters. Unless one acquires the habit of writing all the strokes of a uniform length he will have trouble later when he comes to the use of half-length and double-length letters. It is of far less importance whether one writes a large or a small hand. The important thing is to write all of the letters as nearly the same length as possible.
- 25. In writing Shorthand the best results may be obtained by holding the pen or pencil much more nearly upright than it is usually held when writing Longhand. In this position one is less apt to shade letters unintentionally.
- 26. The fact that several words may have the same consonant outline usually puzzles the beginner. Thus, leaving, levying, living and loving are all written with similar outlines. It rarely happens that where one would make sense any of the others could be used. When the student reaches the point where he is able to write complete sentences, as will be possible after he has taken a few lessons, he will find that with the help of the context all danger of ambiguity in this respect will disappear without his finding it necesary to take time to insert the vowels.
 - 27. Immediately preceding the exercise in each lesson

two numbers are given in parentheses. The first gives the number of words in the exercise and the second the number of minutes and seconds in which the exercise should be written by the student as it is read to him. The student should practice on each exercise until he is able to write it within the time specified. The rule adopted in numbering the words is the same as that used by telegraph operators in reckoning the number of words in messages.

28. Immediately following the explanation of the principles given in each lesson there is given a number of words called list words. The student should write the consonant outlines for these words many times.

EXERCISE 1.

29. List Words. (36-1:30.)

- 1 Duck, 2 peck, 3 cake, 4 check, 5 rake, 6 poet, 7 rogue, \(\nu\) 8 ditto, 9 page, 10 rage, 11 body, 12 deputy, 13 go, 14 bake, 15 gage, 16 bedeck, 17 touch, 18 copy, 19 budge, 20 judge, 21 pity, 22 age, 23 tuck, 24 wretch, 25 poke, 26 edit, 27 keg, 28 tub, 29 roach, 30 carriage, 31 carry, 32 wrote, 33 hedge, 34 rug, 35 wreck, 36 peg.
- 30. After the student has carefully committed to memory the straight letters and is able to write each of the above words correctly, he should write the entire list over from fifty to a hundred times, or until he can write the thirty-six words in a minute and a half as they are read to him, and he should read over and over again the Shorthand he has written until he is able to read the list of words in the same length of time.
- 31. It will be noticed that the Shorthand illustrations and exercises throughout the text are not formed with mathematical exactness. They are, rather, photographic reproductions of actual Shorthand writing. This is done de-

signedly because the large majority of students find it impossible to make their Shorthand characters approach anywhere near the mathematically exact Shorthand engravings found in most text-books on the subject. As a result many beginners become discouraged at their utter inability to closely imitate the illustrations and give up the study. By giving illustrations which are photographic reproductions of actual Shorthand work the student finds it possible to make his characters approach more nearly those formed in actual reporting and is thereby encouraged to go ahead and master the art.

LESSON II.

THE ALPHABET, SEC. II.

1. In addition to the ten straight letters given in the preceding lesson, there are fifteen curved strokes representing the remaining elementary consonant sounds. They are:

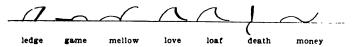


- Ef Ve Ith The Es Ze Ish Zhe Lay Yea Ar Way Em En Ing
- 2. As explained in the previous lesson, the names beneath the letters are given merely for convenience in referring to them.
- 3. Ef represents the usual sound of f, as in fan, fate, puff, cuff, and also the sound of f when represented by certain other letters, as gh in laugh, cough, rough, and ph, as in phantom, phase, physic.
- 4. Ve represents the usual sound of v, as in vain, vacate, shave, vile. It is exactly like ef except that it is shaded.
- 5. Ith represents the sound of th, as in thin, thigh, lath, wrath.

- 6. The represents the sound of th, as in them, that, bathe, though, breathe. It is exactly like ith except that it is shaded.
- 7. Es represents the usual sound of s, and also the soft sound of c, as in assume, also, Lucy, policy.
- 8. Ze represents the sound of z and also s when it has the sound of z, as in buzz, phase, raise, zone, Arizona. It is the same as es except that it is shaded.
- g. Ish represents the usual sound of sh, as in ship, lash, dash, shame, cash, shop.
- ro. Zhe represents the sound of s or z in such words as measure, pleasure, treasure, seizure. It is the same as ish except that it is shaded.
- 11. Lay represents the usual sound of 1, as in lame, lake, lady, fellow, pillow, daily.
- 12. Yea represents the consonant sound of y, as in yellow, yes, yankee, your. It has the same slant and curve as lay, but yea is shaded while lay is light.
- 13. Ar (as well as ray) represents the usual sound of r, ar being used in certain connections and ray in others. The different uses will be explained in a subsequent lesson. Ar is used in such words as ark, arm, fair, pair, dare.
- 14. Way represents the consonant sound of w, as in wake, wade, wage, wag. It is exactly like ar except that it is shaded.
- 15. Em represents the usual sound of m, as in many, fame, dame, mug, gum, game, mail.
- 16. En represents the usual sound of n, as in name, unite, nick, knave.
- 17. Ing represents the sound of ng, as in going, doing, saving, and of n when that letter immediately precedes k, and in some instances g, as in tank, bank, rank, ankle,

angle, tangle, wrangle. It is exactly like en except that it is shaded.

- 18. Ef, ve, ith, the, es, ze, ish, zhe, way, yea, and ar are always written with a downward stroke. Em, en, and ing, from left to right. Lay is made upwards.
- rg. A period in Shorthand is usually written by a small cross. There are two other methods of indicating a full pause. These will be explained later.
- 20. We desire to repeat in this lesson that the student should be careful to make sufficient distinction between the light and shaded letters in order to avoid trouble in distinguishing the one from the other when transcribing his notes. Care should be taken also to give the slanting letters sufficient slant and to write the perpendicular letters, ith, the, es and ze, so that they will be as nearly vertical as possible.
- 21. The tendency among students is not to make enough distinction between slanting and vertical letters, and trouble results when an attempt is made to read what has been written.
- 22. We deem it advisable to repeat in this lesson the statement that in writing an outline it should be begun so that the first upright letter, whether written upward or downward, will rest on the line. Thus, lake, written lay-kay, should begin on the line, since lay, the first upright letter, is struck upwards and should rest on the line. Likewise, coffee, written kay-ef, should begin above the line, so that ef, the first upright letter and which is struck downwards, will rest on the line. The use of curved and straight letters is shown in the following words:





rush lazy wake going yoke Jennie luck coffee

23. When a proper name is written in Shorthand it should have two small ticks written beneath it to indicate that fact, as in Jennie. When a proper name is fully vocalized this underscore, as it is called, is unnecessary. Proper names, for which there are wordsigns, never require the underscore or yowels.

EXERCISE 2.

24. List Words. (37—1:30.)

Using ar or ray, as indicated, for r write the following: I Fame, 2 many, 3 lame, 4 may, 5 shape, 6 death, 7 pay, 8 easy, 9 bunk, 10 lathe, 11 yoke, 12 wake, 13 argue (ar), 14 into, 15 escape, 16 poking, 17 neck, 18 gum, 19 tame, 20 tidy, 21 daily, 22 pillow, 23 Murray (ray), 24 delay, 25 Jacob, 26 buggy, 27 beg, 28 mope, 29 rush (ray), 30 veto, 31 revoke (ray), 32 enough, 33 oar (ar), 34 rope (ray), 35 both, 36 four (ar), 37 money.

25. As in the first lesson, when the student is able to write these words correctly, he should then write them a sufficient number of times to enable him to write the entire thirty-seven words in a minute and a half. He should also read the Shorthand outlines over and over again until he can read the list in the same length of time.

LESSON III.

SHAY AND EL.

1. Ish, representing the sound of sh, as explained in lesson two, is always written with a downward stroke. The

sound of sh, however, is sometimes represented by a letter exactly like ish, except that it is written with an upward stroke. For convenience in referring to this letter it is called shay. Ish is the letter generally used to represent the sound of sh. Shay is used only in exceptional cases, as follows:

- (I) When the outline for a word containing the sound of sh may be more quickly written by the use of shay, as in lavish, written lay-ve-shay, and ravish, written ray-ve-shay.
 - (2) When an outline may be kept from going the length of two or more letters below the line on which one is writing, as in bishop, written be-shay-pe. This keeps the outline entirely above the line on which one is writing, when, if ish were used, pe, the last letter in the word, would end the length of two letters below the line.
- 2. Lay, representing the sound of 1, is written upward. The sound of 1 is sometimes represented by a letter exactly like lay except that it is written with a downward stroke. The letter is called el.
 - 3. The following rules govern the use of lay and el:
 - (1) When 1 is the first consonant in a word, lay is used if no vowel precedes, and el is used if a vowel precedes. Thus lame is written lay-em; elm, el-em; lake, lay-kay; alike, el-kay.
 - (2) When I is the last consonant in a word, lay is used if a sounded vowel follows, and el is used if I is the last letter or if a silent vowel follows. Thus jail is written jay-el; jelly, jay-lay; tale, te-el; tally, te-lay.
 - (3) When I occurs between two other consonants in a word, use the one which forms the better outline. If either forms a good angle, select the one which will bring

your outline more nearly upon the line on which you are writing.

- 4. There are two exceptions to these rules.
- or ing. The reason for this exception is that el forms a more easily and quickly made junction with a preceding ing or en. Thus inlay is written en-el; kingly, kay-ing-el.
- (2) When I is the only consonant stroke in a word lay is always used. This exception is made so that in case it is the only consonant stroke in the word and it becomes necessary to use a vowel (which use will be explained later) with this stroke, the student will know, when he comes to read his notes, which is the beginning and which the end of the letter. This is necessary, as will plainly appear when the vowels are understood.
- 5. The following words illustrate the use of ish, shay, el and lay.

shape gush bishop layish lake alike fall pale

fellow denial bale pillow dial delay mellow

EXERCISE 3.

6. List Words. (43—1:15.)

I Bishop, 2 shape, 3 lavish, 4 shapely, 5 shame, 6 knavish, 7 fishing, 8 ravish (ray), 9 alum, 10 elk, 11 alimony, 12 elegy, 13 elm, 14 Elsie, 15 Duluth, 16 mail, 17 bail, 18 tail, 19 mole, 20 fail, 21 herring (ray), 22 coal, 23 entail,

- 24 gale, 25 pole, 26 lake, 27 ledge, 28 fell, 29 Cora (ray). 30 bale, 31 toll, 32 unlike, 33 nailing, 34 Nellie, 35 renewal (ray), 36 kneeling, 37 denial, 38 Toledo, 39 dale, 40 revenge (ray), 41 name, 42 hay, 43 layer (ar).
- 7. The student should in all his practice bear in mind that correctness is of first importance. Speed, while very desirable, must not take the place of legible writing, for of what use is matter written at high speed if it cannot afterwards be read?

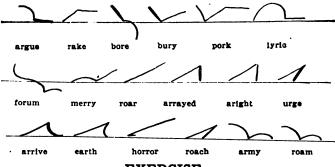
LESSON IV.

RAY AND AR.

- I. The sound of r is represented by both ar and ray. The following are the rules governing the use of ar and ray:
- (I) When r is the first consonant in a word and is also the first letter, ray is used, as in rake, written ray-kay; ring, ray-ing; rash, ray-ish. When r is the first consonant in a word and a vowel precedes, ar is used, as in ark, written ar-kay; argue, ar-gay.
- (2) When r is the last consonant in a word and a sounded vowel follows, ray is used, as in dairy, written de-ray; fairy, ef-ray. When r is the last consonant in a word and a silent vowel follows or the last letter in the word, ar is used, as in bore, written be-ar; chair, chay-ar; unfair, en-ef-ar.
- (3) When r occurs between two other consonants in a word, use whichever sign for r makes the better outline. When the use of either makes an equally good outline then select the one which will keep the outline of the word more

nearly upon the line, as in pouring, written pe-ray-ing; bark, be-ray-kay; cork, kay-ray-kay; lyric, lay-ar-kay; forge, ef-ray-jay.

- 2. The above are the general rules. There are a number of exceptions made necessary in order to secure better angles between the different letters of an outline, or to secure outlines which may be written more quickly. These exceptions are:
 - (1) To secure better angles.
 - (a) Always use ray when r immediately precedes ef, ve, ith, the, ish, zhe, te, de, chay or jay, as in arrive, earth, Irish, arch.
 - (b) Always use ar when r immediately precedes em, as in roam, farm.
 - (c) Always use ray when r immediately follows em, as in mire.
 - (2) To secure more rapidly written outlines.
 - (a) Always use ray after hay, as in adhere, mohair.
 - (b) Always use ray-ray when two separately sounded r's occur in succession, as roar, mirror.
- 3. The student will occasionally encounter words where it will be clearly evident that better angles may be gained by slightly varying some one of these rules. In core, for example, ray is used though the rule calls for ar. The student should make exceptions of this sort only when it is clearly apparent that decidedly better angles or greater speed may be gained.
- 4. When the stroke hay is preceded by another consonant in a word the hook is formed by slightly retracing the preceding letter, as in adhere.
 - 5. The uses of ar and ray are illustrated as follows:



EXERCISE 4.

6. List Words. (62—1:30.)

- I Rung, 2 tore, 3 ferry, 4 rug, 5 carry, 6 marrow, 7 road, 8 ready, 9 wreck, 10 urge, 11 tarry, 12 fore, 13 argue, 14 err, 15 four, 16 army, 17 berry, 18 fairy, 19 repair, 20 cherry, 21 borrow, 22 roach, 23 review, 24 red, 25 gory, 26 jury, 27 carry, 28 rape, 29 rub, 30 ergo, 31 fur, 32 pour, 33 door, 34 burr, 35 fury, 36 chore, 37 carrying, 38 bury, 39 pork, 40 roaming, 41 arrive, 42 earth, 43 orate, 44 arid, 45 Irish, 46 curry, 47 rush, 48 merry, 49 adhere, 50 rarify, 51 mirror, 52 Cora, 53 robe, 54 inform, 55 ruby, 56 rainy, 57 ore, 58 hurry, 59 relay, 60 roar, 61 Harry, 62 tarry.
- 7. The student should write the exercises slowly at first being especially careful to form each outline correctly. When he is able to write the exercises correctly, he should write them over and over again with constantly increasing speed until he becomes able to write them within the time specified.
- 8. Until the student has completed all the lessons in the book, he should, in his practice, confine himself to the exercises given herein. By so doing he will not form the habit of writing words incorrectly as he necessarily would, if he were to attempt to write miscellaneous matter before all the principles are learned.

LESSON V.

REVIEW.

1. QUESTIONS:

- (1) Name all the straight letters.
- (2) Give two words illustrating the use of each.
- (3) Which straight letters are always written downward?
 - (4) Which with upward strokes?
 - (5) Which with horizontal strokes?
 - (6) Which should have the greater slant, ray or chay?
- (7) Which part of a word is written and which part usually omitted in Shorthand writing?
- (8) In writing the Shorthand outline for a word what is the rule which specifies at what point the outline should begin?
- (9) In writing the outline for a word where should the second and each following stroke begin?
- (10) Why is it important that all consonant strokes should be written of uniform length?
- (11) How should the pen or pencil be held when writing Shorthand?
- (12) In reading Shorthand writing how can one distinguish which is the proper word when an outline is the same for two or more words?
 - (13) How many curved letters are there?
 - (14) Name them.
 - (15) Give two words illustrating the use of each.
- (16) Which curved letters are written downward, which upward, and which with a horizontal stroke?
- (17) What is the significance of the numbers in parentheses immediately preceding the exercises in each lesson?

- (18) By what two letters is the sound of **sh** represented?
- (19) Which of these two letters is more commonly used?
- (20) How are these letters distinguished from each other?
 - (21) Give the rules governing the use of shay.
- (22) If the sound of sh is the only consonant in a word, which should be used, ish or shay?
- (23) By what two letters is the sound of 1 represented?
 - (24) How do these letters differ from each other?
- (25) When I is the first consonant in a word when should one use lay and when el?
- (26) When 1 is the last consonant, when is lay and when is el used?
 - (27) After what letters is el always used?
- (28) When 1 is the only consonant stroke in a word is lay or el used?
- (29) By what, two letters is the sound of r represented?
- (30) When **r** is the first consonant in a word when should **ar** and when should **ray** be used? Give examples.
- (31) When r is the last consonant in a word when should ray and when should ar be used? Give examples.
- (32) When **r** occurs between two other consonants in an outline when should you use **ray** and when **ar?**
 - (33) Give the exceptions to the above rules.
- 2. The following words should be written at dictation again and again until they may be written legibly within the time specified.

EXERCISE 5.

3. List Words. (106—1:45.)

Duck peck cake check rake poet ditto page rage body deputy go bake gage bedeck touch copy budge judge pity tuck wreck poke edit keg²⁵ tub carry fame roach wrote hedge rug rope peg many lame shape death easy bunk lathe yoke wake argue escape neck poking gum tame tidy⁵⁰ daily pillow shapely knavish fishing ravish alum elk alimony elegy elm Elsie mail bail tail coal gale pole lake ledge fell Cora unlike Nellie renewal⁷⁵ denial dale name rung ferry rug road marrow ready urge tarry err bug army berry repairreview gory jury rape rub pour pork arrive earth¹⁰⁰ arid Irish adhere rarify mirror bowl.¹⁰⁶

LESSON VI.

WORDSIGNS.

- 1. A scheme of abbreviation somewhat similar to that used for certain words in Longhand is made use of in writing Shorthand. There are two important differences between Longhand and Shorthand abbreviations.
- (1) Only the very commonly occurring words are represented in Shorthand by abbreviated outlines, such as, of, to, for, as, will, him, the, your, shall, ir, has, have, think, which, etc. In Longhand, the words which are abbreviated are words which seldom occur in ordinary use. One may, for example, read an entire column of ordinary newspaper matter and not find half a dozen abbreviated words. The same matter written in Shorthand would require abbreviations, or wordsigns, as they are called, for at least one word in every three or four.

- (2) In Longhand, words for which we have abbreviations, such as doctor, attorney, Missouri, ounce, pound, etc., are quite as frequently written out in full as they are represented by the abbreviated forms. In Shorthand every word for which there is an abbreviation, or wordsign, is always written with the sign and never in any case represented by the complete consonant outline.
- 2. Words derived from primitives, for which there are wordsigns, are written with the sign for the primitive and the necessary consonants to complete the derivative. For example, come is written with kay only instead of the full outline kay-em. Coming, therefore, is written kay-ing, while income is written en-kay.
- 3. With very few exceptions wordsigns are composed of some one or more of the consonant parts of the complete consonant outline for the word represented by the sign. There are a few words in the writing of which it has been found necessary to vary some rule in order to avoid a conflict as, for example, the use of pe-ray for pure. This is done to prevent confusion with pe-ar which is the outline for poor. Hence pe-ray is given as a wordsign for pure.
- 4. There is given in this and each of the following lessons a short list of wordsigns which the student should thoroughly commit to memory.

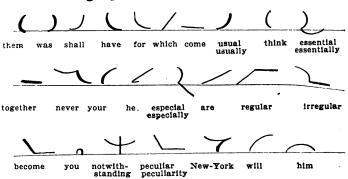
EXERCISE 6.

5. List Words. (50-1:15.)

t Make, 2 picnic, 3 copy, 4 cub, 5 gage, 6 puck, 7 bay, 8 tape, 9 Mattie, 10 lady, 11 folly, 12 jug, 13 comic, 14 navy, 15 heavy, 16 many, 17 honey, 18 assume, 19 edge, 20 keg, 21 gay, 22 lave, 23 loaf, 24 pity, 25 comedy, 26 poke, 27 deck, 28 rote, 29 making, 30 rub, 31 guinea, 32 luck, 33 cope, 34 choke, 35 joke, 36 cage, 37 rage, 38 army,

39 ferry, 40 bathe, 41 delay, 42 doing, 43 jury, 44 hurry, 45 power, 46 pug, 47 beck, 48 Jerry, 49 rogue, 50 jockey.

6. Wordsigns



- 7. The student of Shorthand should not confine himself in practice either to a pen or pencil. He should accustom himself to the use of both. When using a pen he should select one that is adapted to his touch. It should be a short-nibbed pen, not a stub, and yet not one with too fine a point. The pen with which the student can readily shade letters and yet not so flexible that he will shade letters unintentionally, is the pen to use. Each one must be his own judge in this matter since people vary so greatly in their touch in writing.
- 8. Usually much better and more satisfactory work may be done with a good short-nibbed gold pen. When writing with a pencil, a rather soft and fine-grained lead should be selected. Both pen and pencil should be held more nearly upright than in writing Longhand. With the pen or pencil so held, one is less apt to shade letters unintentionally.
- 9. It will interest the student to know that there are, in this text, 440 wordsigns and 234 phrase signs, and 14

signs representing both a single word and a phrase. This makes a total of 688.

- 10. Since a number of the signs are used for two or more words, the actual number of words and phrases represented by abbreviated signs is 833.
- 11. The use of wordsigns as part of the outlines of words derived from words for which there are abbreviations, makes it possible for the reporter to shorten many hundreds of words for which he does not need to learn wordsigns.

LESSON VII.

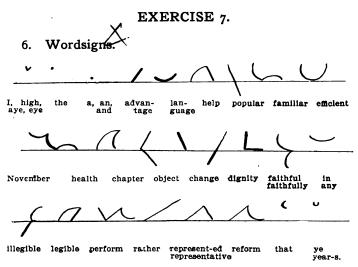
PHRASING.

I. In Shorthand the outlines for words are frequently joined: that is, the outlines for two or more words are written without lifting the pen or pencil from the paper. A considerable degree of speed is gained in this way. For example, in the sentence, you-never-will come-back, en in never should be joined to the wordsign for you. Lay, which is the wordsign for will, should begin at the end of ve, the last letter in the wordsign for never, all three words joined by hyphens being written without lifting the pen from the paper. The be in back should begin at the end of kay, the wordsign for come. Thus, in writing the sentence above, while all the words might be written separately, the pen need be lifted from the paper but once in writing the outlines for the five words. It will be noticed that the words never, will and back, when joined as above, are written below, or through the line. This is inevitable where words are phrased. Had they been written separately, it would have been necessary to begin each outline

so that the first upright letter in each word in which there were upright letters would rest on the line.

- 2. The following rules should be observed in the use of the principle of phrasing:
- (1) The first word in a phrase, except in the case of certain ticks explained in the latter part of this lesson, should be written in the same position in which it would be placed were it written without joining. All the other words joined after the initial word, or leader, as it is called, are written without any reference to the line upon which the writing is being done.
- (2) Words should never be joined when the last stroke in the preceding word does not make a distinct angle with the first stroke in the following word.
- (3) The last word in one sentence should never be joined to the first word of the following sentence, and, as a rule, words separated by any grammatical or rhetorical pause, should not be phrased.
- (4) Proper names should never be joined to words preceding or following them.
- 3. In order to form a better angle the wordsign for you may be inverted when phrased to any letter with which it would not form a good angle when written in the usual way, as in you-know and you-never, the sign for you should be inverted.
- 4. Beginners, as a rule, have a tendency to phrase too much. To overcome this, students, until they have completed this book, should phrase only such words as are connected by hyphens in the following exercises. This will give the beginner a sufficient insight into the general plan of joining words and also actual practice in phrasing.
- 5. The character at the end of the sixth and ninth sentences in the exercise to be translated from Shorthand at

the close of this lesson is the Shorthand interrogation point. The wordsign for that is a half length stroke the



- 7. In order to make use of a few very commonly occurring words in the preparation of the exercises, before the principles by which these words are written could be introduced, they are, with their proper outlines, given as wordsigns. The word that is an illustration. The sign given is really a full outline, as will appear in lesson 41.
- 8. The, a, an, and and he, have another set of signs in addition to the signs already given. They are the only words each of which has two wordsigns. The reason for this is explained as follows: These are the most frequently occurring words in the language, hence they are usually represented by what are called ticks, the simplest and most quickly written characters which can be formed in connection with other outlines. These are never used unless joined

to other outlines. It sometimes occurs that these ticks cannot be phrased, hence the necessity of the signs already given for these words, which are used without joining, and which are the most quickly formed disjoined characters. These disjoined signs are called emergency signs because they are used only in emergencies where the tick signs cannot be easily and readily joined or some rule of phrasing prevents their being joined.

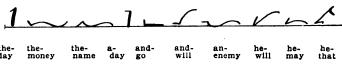
- 9. Since these words occur so very frequently, especial care should be given to firmly fix in the mind each set of these signs. The tick signs are explained as follows:
- (I) When joined the sign for the is a tick like either the first or last half of the sign for I, that is a slanting tick. It is written either upward or downward. The writer should always select the one of these slanting ticks which makes a distinct angle with the word to which it is joined. Where any slanting tick will make a distinct angle with the letter to which it is joined, the one which may be the more quickly written should be used. Thus: the-day, the-money, the-name, are written as shown in the illustration in section 16 in this lesson. In the-day, for example, any slanting tick would have made a distinct angle with de. A tick like the last half of the sign for I, written upwards, should be used because it is the most quickly written.
- (2) A, an and and, are represented, when joined, by a horizontal or vertical tick, the sense always clearly indicating which one of the three words is meant. One should always select the tick which forms an angle with the word to which it is phrased. Thus: a-day, and-go, and-will, anenemy, are written as illustrated below. When either the vertical or the horizontal tick makes a distinct angle, the latter is, in most cases, preferable, since it is made in the direction in which one is writing. As will be seen from the

illustrations, the vertical tick for a, an or and is always written downwards and the horizontal tick from left to right.

- (3) He, when joined, is represented by a slanting tick like the last half of the sign for I. It is always written with a downward stroke. Thus: he-will and he-may are written as shown below.
- no position of their own. Their position is governed by the words to which they are phrased. Hence, when a phrase begins with any one of these words, the second of the joined words is the leader and is written in the same position in which it would be placed if it were standing alone.
- to the following word rather than to the preceding word at the end of a phrase, since these words belong, gramatically, to the following words. This rule, however, is not strictly observed. He, also, is usually joined to the following word. And is joined to either the preceding or following word since it belongs, grammatically, to both.
- 12. For convenience in referring to these tick signs, and also those in lesson nine, they are usually called by the name of the letter made in the same direction as the tick. Thus, the tick for the made in the same direction as the stroke pe is spoken of as a pe-tick; when made in the same direction as the stroke ray, it is called a ray-tick; when a shaded tick is made in the same direction as the stroke jay, it is called a jay-tick, etc.
- 13. When for any reason it is not convenient, or any of the rules for phrasing make it impossible to use the ticks for these words, then the signs given in the list of wordsigns are used and must be written in the position in

which they are there given. It should be kept in mind, however, that the joined signs for these five words should always be used when it is possible to join them because speed is gained by their use.

- 14. It is customary to use only one of the two ticks in the wordsign for I when this word is phrased, that half which will make the better angle with the word to which it is joined being selected. When the first half only is used, it must always be written downwards, and the last half, when used, is written upwards. The only other tick with which it is identical is that for the word the and the sense will always make it perfectly clear whether I or the is meant. The tick sign for he is always written downwards hence cannot possibly conflict with the last half of the sign for I when joined as the latter is always written upwards.
- 15. The stroke hay for he is sometimes phrased. This is permissable only when both of the following conditions exist: (1) When the tick sign for he does not make a good angle and (2), when hay, the emergency sign for he does, as in he-that. It is only rarely, however, that the wordsign hay for he is phrased with other words.
- 16. The following examples of phrasing illustrate the principles mentioned above:



17. Phrases. (69—1:05.)

I Will-you-come, 2 he-may-go, 3 may-you-come, 4 have-you-many, 5 a-day-may-come, 6 I-think-you-will, 7 I-will, 8 he-will-make, 25 9 the-advantage, 10 you-may-help, 11 the-

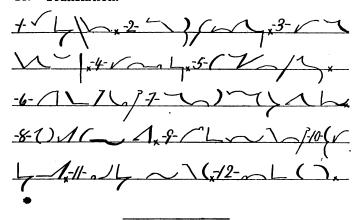
day, 12 the-change, 13 help-him, 14 I-object, 15 an-illegible, 16 perform-your, 17 the-chapter, 18 your-health, 19 and-rather, 20 will-think, 50 21 you-reform-them, 22 the-legible-copy, 23 you-represent, 24 the-language, 25 the-popular, 26 take-him, 27 they-may-go, 28 I-perform. 60

18. Sentences. (65—1:05.)

- I I-will go and-take-your-money. 2 You-say you-know he-will go away? 3 The-copy was-so illegible he-will take-it away.²⁵ 4 He-will-take your heavy-team. 5 He-came in November and-will perform in New-York. 6 I-know you-will-have money-enough for-your⁵⁰ November pay-day. 7 You-may take-him along for I-think he-will-be popular.⁵⁵
- rg. It is especially important that the student when phrasing should keep constantly in mind rule two, given in section 2 of this lesson. This refers to angles which may be formed distinctly and at the same time written rapidly. It frequently happens that two words may be joined and a sufficiently clear angle made between them if written slowly, while, if written rapidly, it could not be distinctly formed. For example, pay-enough might be joined and a fairly distinct angle formed between pe and en, if the outline were written slowly. Such distinction could not possibly be clearly made when writing at a high rate of speed. A little care and observation on the part of the student in such cases will prevent his attempting to join words which should not be phrased.
- 20. After the student is sure that he has the proper reading of the Shorthand exercise to be translated, it is an excellent plan for him to copy the whole of it many times. This will afford splendid drill in the rapid formation of Shorthand characters. Such practice should always be upon matter which the student knows to be correct. The student should write these exercises over and over again until

he is able to form the characters neatly and correctly at a rate of sixty words per minute. If he is able to attain a higher rate and at the same time form his characters distinctly, giving them the proper curve, length, slant and shade, so much the better.

21. Translation.



LESSON VIII.

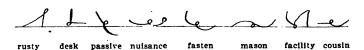
THE S-CIRCLE.

1. The sounds, represented by the strokes es and ze, are also frequently represented by a small circle called the s-circle. This form of writing s and z is used only in connection with some other consonant stroke, except in the case of the wordsigns "is," "his," "as," "has," given in this lesson. It may be joined to the beginning or end of any stroke either curved or straight, except at the beginning of hay. When written upon curved strokes, and does not occur between strokes, it is formed within the curve. When

written upon straight letters, and does not occur between strokes, it must be paced upon the **right side** of **downward** strokes, upon the **left side** of **upward** strokes and on the **upper side** of **horizontal** letters. To illustrate, the following words are written thus:



2. When the s-circle is written between two straight letters which form an angle at their junction, it is written on the outside of the angle, as in desk; when it comes between a straight and a curved letter it follows the curve, as in passive, and when it occurs between two curved letters it follows both curves, if both curve in the same direction, as in nuisance. When it cannot follow both curves, it may come within either the one or the other, as in mason and facility, thus:



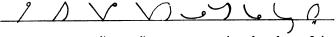
- 3. For convenience in referring to s or z when the circle is used it is pronounced as if it were spelled iss.
- 4. When s or z comes between a sound represented by a curved stroke and an 1, an exception may be made to the rules for the use of el or lay, if thereby the s-circle, coming between the strokes, may be made to come within both curves. For example, missile is written em-iss-lay although the rule calls for the use of el; lesson is written eliss-en.
- 5. The rules governing the use of the stroke es or ze and the circle iss for s or z are as follows:

(1) When s or z is the first consonant in a word and is not preceded by a vowel the circle is used, and when a vowel precedes, the stroke es or ze is written, thus:



sale assail sake espy some assume sun assignee

(2) When **s** or **z** is the **last consonant** in a word and a sounded vowel follows, or when two separately pronounced vowels immediately precede, the stroke is used; when not followed by a sounded vowel or when a silent vowel follows, the circle is used, thus:



race racy police policy nose noisy fuss fussy Lois

- (3) When **s** or **z** occurs between two consonant strokes in a word the circle is used, except when it is not possible or easy to write the circle. In such cases the stroke **es** or **ze** is used.
- 6. Usually it is not best to begin a phrase with an **s-circle** standing for is, his, as or has since, in translating rapidly, it is apt to be taken for a simple **s** beginning some word, and hence cause a halt in the reading. In phrases like **as-that**, **as-he**, **is-that**, etc., the **s-circle** may begin a phrase and no trouble will follow in translating.

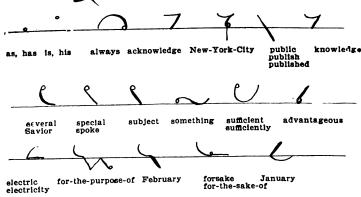
EXERCISE 8.

7. List Words. (60—1:15.)

I Case, 2 face, 3 safe, 4 slave, 5 vase, 6 pace, 7 soap, 8 muss, 9 knows, 10 mason, 11 vessel, 12 mislay, 13 slope, 14 fizzle, 15 speck, 16 some, 17 snow, 18 casing, 19 guessing,

20 base, 21 goes, 22 toes, 23 gaze, 24 race, 25 reason, 26 stay, 27 foes, 28 ways, 29 yes, 30 losing, 31 facing, 32 museum, 33 insane, 34 muzzle, 35 casual, 36 resign, 37 chosen, 38 basin, 39 unseat, 40 noisome, 41 gossip, 42 recipe, 43 nuisance, 44 Mexico, 45 desk, 46 discuss. 47 dismay, 48 disown, 49 missing, 50 inside, 51 choosing, 52 disobey, 53 insanity, 54 Minnesota, 55 loosen, 56 Thomas. 57 surface, 58 swung, 59 suppose, 60 slow.

8. Wordsigns.



q. Phrases. (60—1:00.)

I He-has-come, 2 he-is-away, 3 is-that-yours, 4 he-may-acknowledge, 5 several-days, 6 special-case, 7 will-take-something, 8 have-no-knowledge, 9 will-be-sufficient, 10 will-forsake-him, 11 may-always-be, 12 make-him-stay, 13 in-the-museum, 14 will-disown-them, 15 was-some-reason, 16 a-high-desk, 17 will-discuss-the-case, 18 he-was-insane, 19 will-stay-away, 20 disobey-him, 21 many-foes. 60

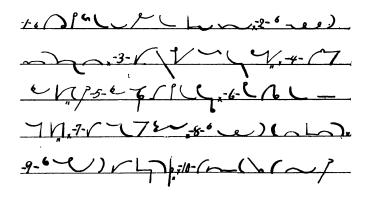
10. Sentences. (103—1:40.)

I The-slave will-take-your music-box into-the-city. 2 Will-you-acknowledge he-has some-rights in-such a-case?

3 IIe-will forsake-you.²⁵ 4 He-has-no knowledge that will help us in-this-case. 5 The-police will arrive Saturday and-take Thomas Jackson into custody. 6 In January James⁵⁰ will arrive in New-York-City, and-will-take passage for Cuba. 7 That-is sufficient so-you-may go-ahead. 8 Several public officers will-take⁷⁵ the-electric road for Jackson. 9 Somebody may-carry Nellie Johnson's music-book away. 10 He-will always stay in Chicago, Illinois, and-will-be a-subject¹⁰⁰ for the-asylum.¹⁰³

prince in translating Shorthand writing, the student will be able to make more rapid progress, if, when he comes to an outline which troubles him, he will not stop and puzzle over it, but will drop it for the time and go on until he gets the connection. By doing this the difficult word or phrase will in almost every instance come to him without further effort.

12. Translation.



LESSON IX.

LONG VOWELS.

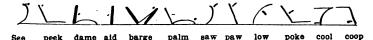
- 1. As has already been stated, the vowels are not usually inserted in Shorthand outlines. It is seldom necessary to actually insert or indicate a vowel except:
 - (1) In cases where a word is used in some unusual way.
 - (2) Where an unusual word occurs.
- (3) In the very few instances where the consonant outline is the same for two or more words any one of which would make sense.

In such cases an outline may be made perfectly clear by inserting or indicating the principal or accented vowel in the word. In order to insert or indicate vowels readily in the rare instances where legibility requires their use, they must be learned thoroughly. The vowels are represented by light and heavy dots and dashes placed beside the consonant strokes.

- 2. They are designated as first, second and third place vowels, that is, a dot or a dash placed beside the beginning of a stroke is called a first place vowel. A dot or dash placed beside the middle of a stroke is called a second place vowel and a dot or a dash placed beside the end of a stroke is called a third place vowel.
- 3. Long vowels are represented by heavy dots and dashes.
- 4. The long vowels given in this lesson are as follows: e, as in see, first place dot; a, as in dame, second place dot; a, as in park, third place dot; aw, as in saw, first place dash; o, as in low, second place dash; oo, as in cool, third place dash.
 - 5. The student should note particularly that a first

place vowel, if written beside letters made with an upward stroke as hay, lay or ray, is written at the lower end of these letters since first place vowels are placed at the beginning of strokes and not necessarily at the top of upright letters.

6. The following words will show the different positions of the long vowels:



- 7. It will be seen that the dashes are written at right angles to the strokes with which they occur. They should always be so placed. When a vowel comes before an upright consonant it should be written to the left and when it follows, to the right of the consonant stroke. When a vowel precedes a horizontal letter it is written above and when it follows, it is placed below the consonant stroke.
- 8. When a vowel occurs between two consonants it becomes possible to write it either following and beside the first stroke or preceding and beside the second stroke. The following rules should be observed in writing long vowels, when they occur between two consonants and it becomes necessary to insert them:
- (1) When a first place or second place long vowel is used between two consonants, it should be placed beside and after the first of the two strokes, as in peek, dame, poke.
- (2) When a third place long vowel is used between two consonants it should be placed beside and before the second of the strokes between which it occurs, as in barge, cool.
- 9. These rules should be thoroughly committed to memory since the vowels are so seldom used that the rules relat-

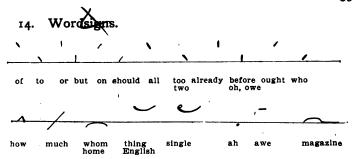
ing to them will easily be forgotten unless firmly fixed in the mind.

- ro. The reason for always placing all first place vowels beside the first and all third place vowels beside the second stroke when used between two consonants is to avoid having vowels occur in angles. In such a position it would be impossible to tell whether a vowel is intended as a third place vowel beside the first stroke or a first place vowel beside the second.
- in this lesson are to be written from fifty to one hundred times, if need be, to enable the student to write them readily and accurately in the time specified. They should be read as often as written. The student should understand that the words in this lesson are not usually vocalized. They are given merely for the purpose of giving the student practice in inserting the vowels. Section one in this lesson explains when the accented vowel should be inserted in an outline.

EXERCISE 9.

12. List Words. (40-2:15.)

- I Jaw, 2 sue, 3 tomb, 4 pay, 5 no, 6 may, 7 heap, 8 gape, 9 peep, 10 league, 11 team, 12 ream, 13 tar, 14 tool, 15 peak, 16 poke, 17 rope, 18 bar, 19 rogue, 20 reek, 21 cape, 22 roam, 23 calm, 24 lark, 25 pale, 26 gale, 27 pour, 28 knoll, 29 joke, 30 Paul, 31 porch, 32 make, 33 vale, 34 oat, 35 sheep, 36 kneel, 37 coke, 38 vague, 39 bore, 40 tame.
- 13. The signs for on and should, in the following list of wordsigns, are written with upward strokes. All the other tick signs are written with downward strokes.



15. The word much is sometimes written in full (emchay). This is done when it is desired to phrase it and the wordsign, chay, does not form a distinct angle with the preceding letter. For example, the phrase so-much, may be written more quickly by writing much, em-chay and joining the words than to use chay alone for much and disjoining it, as would be necessary if chay, the wordsign for much, were used.

16. Phrases. (60-1:00.)

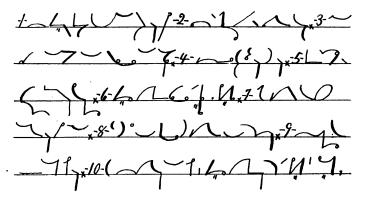
- I Of-my, 2 of-that, 3 all-my-money, 4 to-make, 5 to-think, 6 to-choose, 7 to-arrive, 8 two-checks, 9 too-much-money, 10 or-go, 11 already-going-back, 26 12 come-and-go, 13 before-going, 14 on-that, 15 on-that-day, 16 on-top, 17 you-should-take, 18 before-that, 19 should-think, 20 who-came, 21 much-money, 22 how-many, 50 23 single-thing, 24 should-take-it, 25 who-comes, 26 who-may-come. 60
- 17. Whenever possible, the student should have some one read the exercises to him when he practices upon them, since it is better for one to learn to write from dictation than by copying.

18. Sentences. (104—1:45.)

I He-will sell all of-his potatoes in-the-city. 2 I-will receive many-times as-much for-my poem as James will for

his.²⁵ 3 Is-he-coming and-how-many will he take? 4 They should-think of all things before they-leave. 5 I-suppose he-will-never go. 6 They⁵⁰ pay a-low rate for coal. 7 You ought to-go and-take-your lesson in-this subject. 8 I-will inform them of the-rate. 9 Joseph⁷⁵ should-talk less or he-ought to-leave the-society. 10 I-am-going so you-will have to-come away. 11 I rarely take-your carriage¹⁰⁰ as I-dislike-it.¹⁰⁴

19. Translation.



LESSON X.

REVIEW.

i. Questions:

- (1) What class of words are represented in Shorthand by abbreviated outlines, or wordsigns?
 - (2) Are the Longhand abbreviations commonly used?
- (3) About how many words are represented by abbreviated outlines, or wordsigns, in Shorthand?

- (4) Are the outlines for words, for which there are wordsigns, ever written in full?
- (5) How do you write outlines for words derived from primitives represented by wordsigns? Give four illustrations.
- (6) What part of the outline for a word, for which there is a wordsign, usually constitutes the sign?
 - (7) What is the purpose of phrasing in Shorthand?
- (8) When several words are joined by phrasing which word governs the position of the phrase?
- (9) What is the word which governs the position of a phrase called?
- (10) Can the second and following words of a phrase be given any special position in reference to the line?
- (11) What is the rule in regard to the angle which must be made between the words in a phrase?
- (12) Is it proper to phrase the last word in a sentence with the first word in the following sentence?
- (13) Should proper names ever be phrased with other words?
- (14) What is the usual tendency with beginners in the use of the principle of phrasing?
- (15) What method has been adopted in this book to give students proper practice in phrasing?
- (16) Name the five words for which there are two sets of wordsigns.
- (17) What is the object of having two sets of signs for each of these words?
- (18) What effect does it have upon the position of the leader of a phrase to have it begin with one of the words which has two signs?
- (19) Which of these two sets of signs is the more commonly used?

- (20) Describe each of the two signs for the words which have two signs.
- (21) When both of the tick signs for a, an or and make a distinct angle with a word which should be given the preference?
- (22) In what direction is the tick sign for he always written?
- (23) Why should the joined signs, or ticks, always be used when it is possible to use them?
- (24) When the wordsign for I is phrased how is it usually written?
- (25) Under what conditions is it allowable to use the stroke hay for the word he in phrasing? Give an example.
- (26) In what way besides the use of the strokes es and ze may the sounds of s and z be represented?
- (27) Is the s-circle ever used to represent s or z except when written in connection with some stroke?
- (28) When used with straight letters upon which side of the letters must it be written?
 - (29) Upon which side of curved letters?
- (30) When the s-circle comes between two straight letters which form an angle where is it written?
 - (31) When between a straight and a curved letter?
 - (32) When between two curved letters?
- (33) In referring to the s-circle sign for s or z how do we distinguish it from es or ze, the names of the strokes?
- (34) When **s** or **z** is the first consonant in a word when must the stroke and when must the circle be used?
- (35) When **s** or **z** is the last consonant in a word when must the stroke and when must the circle be used?
- (36) When s or z comes between two other consonants in a word which sign is usually used?

- (37) When iss comes between two curved letters one of which represents the sound of 1, which is used, el or lay?
- (38) In what cases is it necessary for vowels to be inserted?
- (39) Name all the long vowels and describe the character by which each is represented.
- (40) What is meant by first place, second place and third place vowels?
- (41) Is a first place vowel always written at the top of upright consonants beside which it may be placed?
- (42) In what direction are the dash vowels written relative to the strokes beside which they are placed?
- (43) When a vowel is to be read before a consonant on which side of upright and on which side of horizontal letters must it be placed?
- (44) Where must a vowel be placed when it is to be read after a consonant?
- (45) When a first place long vowel is written between two consonants beside which must it be placed?
- (46) When a second place long vowel is written between two consonants where must it be placed?
- (47) When a third place long vowel is written between two consonants beside which stroke must it be written?
- (48) Why is it necessary to place third place long vowels beside the second of the two consonants between which they occur?

EXERCISE 10.

2. List Words. (48-:50.)

Picnic lady comic heavy honey assignee edge keg comedy poke guinea joke army ferry delay hurry power rogue face slave knows mason noisome nuisance yes²⁵ muzzle resign chosen basin fizzle guessing disown Minnesota suppose gape poke rope rogue roam gale pour knoll joke porch vale coke bore tame.⁴⁸

3. Wordsigns.

Them, was, shall, have, for, which, come, usual, (usually,) think, essential, (essentially,) together, never, your, he, especial, (especially,) are, regular, irregular, become, you, notwithstanding, peculiar, (peculiarity,) New-York, will, him, I, (high, aye, eye,) the, a, (an, and,) advantage, language, help, popular, familiar, efficient, November, health, chapter, object, change, dignity, faithful, (faithfully,) in, (any,) illegible, legible, perform, rather, represent: (represented, representative,) reform, that, ye, (year, years,) as, (has,) is, (his,) always, acknowledge, New-York-City, public, (publish, published,) knowledge, several, (Savior,) special, (spoke,) subject, something, sufficient, (sufficiently,) (electricity,) for-the-purpose-of, advantageous, electric, February, forsake, (for-the-sake-of,) January, of, to, or, but, on, should, all, too, (two,) already, before, (oh, owe,) ought, who, how, much, whom, (home,) thing, (English,) single, ah, awe, magazine.

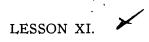
4. Phrases. (50—:55.)

Will-you-come, he-may-go, may-you-come, have-you-many, a-day-may-come, I-think-you-will, I-will, he-will-make,²⁵ the-advantage, you-may-help, the-day, the-change, help-him, I-object, an-illegible, perform-your, the-chapter, your-health, and-rather, may-go.⁵⁰

5. Sentences. (139-2:20.)

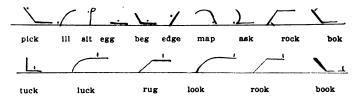
I I-will go and-take-your-money. 2 You-say you-know that he-will go away. 3 The-copy was-so illegible he-will take-it.²⁵ 4 He-will-take your heavy-team. 5 The-slave will-take-your music-box into-the-city. 6 Will-you-acknowledge he-has some-rights in-such⁵⁰ a-case? 7 He-will for-

sake-you. 8 He-has-no knowledge that will help us inthis-case. 9. He-will sell his potatoes in-the-city.⁷⁵ 10 Iwill receive many-times as-much for-my poem as James will for his. 11 Is-he-coming and-how-many will he-take? 12 They¹⁰⁰ should-think of all things before they-leave. 13 I-suppose he-will-never go. 14 They pay a-low rate for coal. 15 You ought to-go¹²⁵ and-take-your lesson inthis subject. 16 I-will-inform them of-the-rate.¹⁸⁹



SHORT VOWELS.

- 1. The short vowels are represented by light dots and dashes in the same positions as the long vowels. They are as follows: i as in sit, first place dot; e as in net, second place dot; a as in sat, third place dot; o as in lot, first place dash; u as in cut, second place dash; oo as in look, third place dash.
- 2. The following illustrations show the use of the short vowels:



3. With one exception, the rules for placing the short vowels beside the strokes, when occurring between two

consonants, are exactly the same as those for the long vowels.

- 4. The exception is in the rule governing second place short vowels when used. A second place short vowel, when written between two strokes, is put beside and before the second consonant. The following is a summary of the rules for placing both long and short vowels when used between two consonant strokes:
- (1) All first place vowels, long or short, and second place long vowels are written beside the first consonant.
- (2) All third place vowels, long or short, and second place short vowels are written beside the second consonant.
- 5. When two separately pronounced vowels are to be written between two consonants, as in Lewis, the vowel occurring first in the word is written near the stroke, beside which it would be placed, if it were the only vowel occurring between the two consonants, and the second vowel is written beside and slightly removed from the consonant beside which it would be placed, if it were the only vowel between the two consonants. When two separately pronounced vowels are to be written before the first consonant, as in iota and aerial, the vowel occurring first is written slightly removed from it and the one occurring next is placed near the stroke. When two separately sounded vowels follow the last stroke, the one coming first is written near the stroke and the second is removed slightly from it.

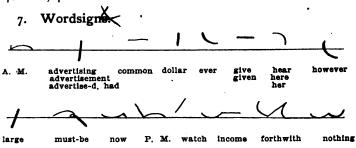
EXERCISE 11.

Using both long and short vowels write the following words:

6. List Words. (41-1:30.)

1 Marrow, 2 sell, 3 mob, 4 lap, 5 essay, 6 lip, 7 pony, 8 funny, 9 Leon, 10 dairy, 11 big, 12 putty, 13 lazy, 14 bag,

15 dig, 16 rug, 17 tare, 18 petty, 19 dare, 20 tick, 21 pitch, 22 catch, 23 egg, 24 edge, 25 smudge, 26 budge, 27 engage, 28 dumb, 29 allay, 30 fellow, 31 pith, 32 ledge, 33 look, 34 rock, 35 lock, 36 tuck, 37 knock, 38 nook, 39 smack, 40 rack, 41 deck.



8. Phrases. (45—:40.)

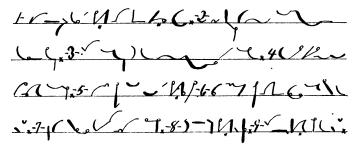
I An-edge, 2 will-engage-him, 3 however-much, 4 in-the-cage, 5 will-sell-it, 6 a-funny-sight, 7 a-tame-goose, 8 a-large-egg, 9 on-the-ledge,²⁵ 10 a-petty-case, 11 in-the-rack, 12 a-large-rock, 13 you-will-know, 14 you-may-go, 15 that-must-be, 16 go-forthwith.⁴⁵

9. Sentences. (147—2:25.)

I James may-leave for-the-city on the-fourth of July. 2 You-should take-advantage of-his-knowledge. 3 They have oats and-hay for sale.²⁵ 4 Come here before two p. m. and-take all-your-money. 5 Study-the English language thoroughly and-you-will succeed in-this subject. 6 Thomas Adams⁵⁰ will-take the-carriage and-heavy-team for-two-weeks. 7 I-think-that you-must-be going to take all-your oats to the-depot.⁷⁵ 8 Will any-of the-officers take-advantage of the-error? 9 Nothing was-said of the-change of-time for his office duties. 10 They make many¹⁰⁰ heavy carriages for sale. 11 Take away your desks Tuesday for I-shall occupy all-the-room. 12 That was a-common-thing

for Ezra to-go¹²⁵ away and-stay a-day or two. 13 He-never says before he-goes that-he-will stay away for so-many days.¹⁴⁷

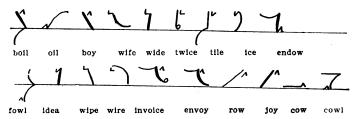
10. Translation.



LESSON XII.

DIPHTHONGS.

- I. In addition to the simple vowels already explained, we have the following diphthongs:
- 2. Oi, as in toil; wi, as in wife, written in the first position; and ow as in vow, written in the third position. Long i is treated as a diphthong and is represented by a character like the wordsign for the pronoun I. It takes the first position. The diphthongs are illustrated as follows:



- 3. When any of the first place diphthongs precedes the first consonant in an outline and forms an angle with it, or the third place diphthong follows and forms an angle with the last consonant in an outline, it should be joined, as shown in the illustrations above. In no other case should the diphthongs ever be joined.
- 4. The rules governing the long and short vowels when used between two consonant strokes apply to the diphthongs given in this lesson when they occur between two strokes.
- 5. The student should write and re-write many times the words given in this and the preceding lesson, inserting the vowels and diphthongs, wherever they occur, in each outline, until thoroughly familiar with their use.
- 6. The diphthongs, like the simple vowels, are seldom inserted in actual reporting. It is, however, important that they be thoroughly committed to memory in order that, in the few cases where it is advisable to write them, they may be inserted readily. The fact that a character is seldom used in actual reporting is apt to lead the student to slight it. He should, rather, give it especial attention. If he does not do so, he is certain to be unable to recall it readily when he has urgent need to use it quickly.

EXERCISE 12.

Using the diphthongs write the following words:

7. List Words. (40—1:15.)

1 Pipe, 2 pike, 3 dime, 4 chime, 5 rhyme, 6 boy, 7 toy, 8 coy, 9 alloy, 10 boil, 11 coil, 12 tile, 13 guile, 14 mile, 15 soil, 16 revile, 17 loyal, 18 row, 19 vow, 20 cow, 21 envoy, 22 fowl, 23 thigh, 24 dire, 25 hie, 26 towel, 27 wipe, 28 wide, 29 wife, 30 wire, 31 dye, 32 pile, 33 toil, 34 cowl, 35 royal, 36 invoice, 37 joy, 38 voyage, 39 vouch, 40 type.

8. Wordsigns



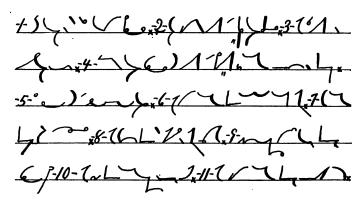
g. Phrases. (67-1:05.)

I That-dike, 2 an-envoy, 3 a-towel, 4 make-them, 5 I-may-go, 6 I-have-enough, 7 you-enjoy, 8 you-will-endow, 9 take-the-cow, 10 he-may-come, 25 11 you-revile-him, 12 and-say-you-will, 13 I-see-how, 14 on-the-pike, 15 hear-the-chime, 16 he-will-die, 17 take-a-cake, 18 a-heavy-invoice, 50 19 a-funny-fellow, 20 what-do-you-like, 21 a-heavy-stock. 22 will-you-come-up, 23 he-goes-away. 67

10. Sentences. (186-3:00.)

I Both the-ladies will-take several cakes with-them on Saturday. 2 They both think that two-hours' study a-day is enough for-this subject.25 3 In-this they-make a-mistake for-all should-give many-hours a-day to-this 4 They both go to Duluth, Minnesota, and-will50 engage in-business in-that large city. 5 Take-time enough to-day and-never-leave a-thing for tomorrow which-it-is your duty to-do75 to-day. 6 He-always-goes on Saturdays to the city for some oat-meal and-eggs to-eat. 7 The-electric road may-reach-here in January¹⁰⁰ so that all-may take-a-ride to-the-city. 8 Should you-sell your cow you-will have to go for-milk to Joseph Thompson's125 dairy and-pay a-high rate. 9 Your-son James will take both the-pail and-jug to the-depot and-will hurry home. 10 Any-boy150 who-willstick to-his-task faithfully will succeed in-his-business in-11 You-may take-them a-case of herring to-day. 12 Have same¹⁷⁵ come on the-electric road as-the-rate is so low.186

11. Translation.



LESSON XIII.

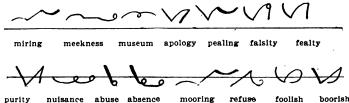
CONSONANT POSITION.

- r. As has been explained before, the vowels are very seldom inserted in actual reporting. Usually the consonant outline and the context are all that are required to secure legibility. However, constructions sometimes occur where, in addition to the outline and context, the accented vowel is necessary in order to obtain the exact meaning. To actually insert this vowel would often require too much time. In such cases, where legibility makes it necessary that the accented vowel be known, it is seldom necessary to actually insert it. By the use of what is called consonant position, the accented vowel may be indicated, thus saving the time which would be required to insert it.
 - 2. There are three positions for consonant outlines:

- I, above; 2, on; and 3, through or below the line. These correspond to the three vowel positions. By means of these three positions it is possible to indicate whether the accented vowel in a word is first, second or third place.
- 3. In reference to position, outlines are divided into two classes.
- (1) Those which contain one or more upright letters. These are called **upright outlines**.
- (2) Those in which all the strokes are horizontal. These are called horizontal outlines.
- 4. An upright outline is in the first position when the first upright letter rests one-half the length of te above the line upon which the writing is being done. Horizontal outlines in the first position are placed the full length of te above the line. An upright outline is in the second position when its first upright letter rests on the line. Horizontal outlines in the second position are just above the line. An upright outline is in the third position when its first upright letter rests one-half a space below the line. Horizontal outlines in the third position are immediately below the line.
- 5. The purpose of position is to enable the reporter to indicate the principal or accented vowel in a word in the cases where it is necessary to know what the accented vowel is, thus saving the time it would take to insert it. If a word is used in such a connection that it is necessary to show what its principal vowel is in order to make it clear, it may be done more quickly by the use of position than by actually inserting the vowel.
- 6. If the accented vowel is first, second or third place, it may be indicated by writing the outline in the first, second or third consonant position. Thus the sentence, He was living on the farm, might, when written in Shorthand,

be translated, **He was levying on the farm.** Such danger of ambiguity would readily be overcome by writing the outline for living, the accented vowel of which is first place, if that were the word desired, in the first position. They are taking too much, and They are taking too much, would be another case where ambiguity might result. All clanger would be avoided by placing the outline for the word talking, the accented vowel of which is first place, in the first position, if the sentence with that word were used.

7. Examples of first and third position outlines:



- 8. The scheme of position is used to save the time which would otherwise be required for the insertion of accented vowels where necessary to avoid ambiguity. This is likely to occur only when one of the following conditions exists:
- (1) Where an outline is the same for two different words, either of which would make sense where that outline is used.
 - (2) When some unusual word is used.
- (3) When a common word is used in an unusual manner.

Just where these conditions would lead to ambiguity by writing, in the second position, outlines for words with first or third position accented vowels, is a question each one must settle for himself. Even in the illustrations given above, what precedes would in most cases make it perfectly clear whether lay-ve-ing meant living or levying, or whether

te-kay-ing meant taking or talking. Consequently the following general rule only can be given:

If it is evident that a word with either a first or third place accented vowel, would in some particular connection be ambiguous if written on the line, it should, in such cases, be written in the position of its accented vowel.

- 9. Stenographers will find, as they write more and more, they will need to make less and less use of consonant position, or the actual insertion of vowels.
- no. Outlines for single syllable words are always the most difficult to read because of the fact that they contain but few consonants. It is coming to be the custom, therefore, with many writers to give outlines for such words the position of their vowel. This is an excellent rule to follow. When outlines are actually vocalized there is no occasion to write them other than in the second position.
- 11. With wordsigns the rule is always to give them the position shown in the text when they are written alone or when they begin a phrase.

EXERCISE 13.

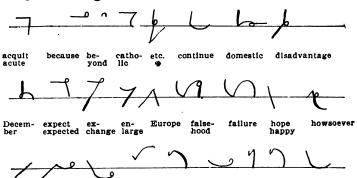
The following list contains a few of the words which the reporter will find it necessary most frequently to place in position. These words, however, need not in ordinary use be given the position of the accented vowel. This is necessary only when they are used in some connection where it is evident that the accented vowel should be indicated. They are given here to be written in position merely to give the student practice in position writing.

12. List Words. (52—1:20.)

1 Occupy, 2 abide, 3 joyous, 4 deity, 5 assume, 6 talking, 7 lively, 8 icy, 9 meekness, 10 boiling, 11 ally, 12 sighing, 13 living, 14 filing, 15 enjoy, 16 seating, 17 unseat, 18 easily,

19 rocking, 20 ticking, 21 bower, 22 untie, 23 poising, 24 July, 25 tally, 26 allow, 27 folly, 28 envoy, 29 invoice, 30 incite, 31 elegy, 32 issue, 33 incense, 34 music, 35 entomb, 36 endow, 37 endue, 38 tower, 39 power, 40 imbue, 41 carouse, 42 espouse, 43 atom, 44 museum, 45 unloose, 46 honesty, 47 sightly, 48 aloud, 49 aloof, 50 poorly, 51 nuisance, 52 unseen.

13. Wordsigns.



holy holiness happiness highly highway hence height higher company

14. Phrases. (64-1:00.)

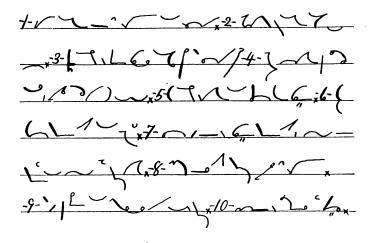
I I-will, 2 he-is, 3 my-life, 4 is-he, 5 he-said, 6 due-you, 7 by-that, 8 by-which-many, 9 by-doing-so, 10 a-poor-reason, 11 give-me, 25 12 give-his, 13 keep-cool, 14 if-they, 15 I-like, 16 I-take-nothing, 17 I-have-nothing, 18 it-islong, 19 due-many-days, 20 will-you-come, 21 you-come, 50 22 he-may-go-up, 23 as-that-is, 24 has-he-come-back, 25 will-take-him. 64

15. Sentences. (214-3:30.)

I If-you-will come-back he-will give-up all-your books and-money. 2 I-think I-will come-back in December and-I-may²⁵ come in November. 3 The-jury will acquit-him.

4 Because of-the-loss he-will never come-back. 5 He-goesto Europe in-company with-his50 cousin who-lives beyond the-lake. 6 I-expect to exchange my house or enlarge it in-the-summer. 7 She-is a-domestic at Ezra Thompson's.75 8 He-is-at a-disadvantage so he-will soon leave with a-newcompany. 9 He-will make a-failure if-he stays in-the-city. 100 10 Hence I-think he-would-be much happier, if-he-wouldmake a-change. 11 The-chimney is so high it-may fall. 12 You-will-have¹²⁵ much happiness in-your new home. 13 Howsoever much-you may wish to-do so you-should never give-your cousin cause to feel that-he¹⁵⁰ has-to look to-you for a-living. 14 You-should look him right in theeye and-say to-him that-you deny the-falsehood.175 I5 Ithink you-will all make a-failure if-you give but four hours to the-study each day. 16 You-may ship today eight²⁰⁰ reams of fair stock for my office and-six reams for our new factory.214

16. Translation.



LESSON XIV.

THE SEZ-CIRCLE.

- 1. The consonant sounds of **es** and **ze**, or some combination of these two sounds, frequently occur in succession in a word. When these two consonants so occur they are represented by what is called the **sez-circle**. This is a circle made several times larger than the **s-circle**. The **sez-circle** is written upon the same side of strokes as the **s-circle**.
- 2. It is not necessary that the sounds represented by this circle be in the same syllable. In the majority of cases, this large circle which stands for es-es, es-ze, ze-es or ze-ze, has the first sound of this combination at the end of one syllable and the second at the beginning of the following syllable. Care should be taken to make the sez-circle sufficiently large that there may be no danger of mistaking it for the s-circle.
- 3. When a sez-circle is followed by the sound of es or ze it is represented by an s-circle written within the sez-circle as in exercises.
- 4. The use of the sez-circle is illustrated in the following words:

cases races bases Texas system recess Moses empha- sus- exercises

Write the following words making use of the sez-circle:

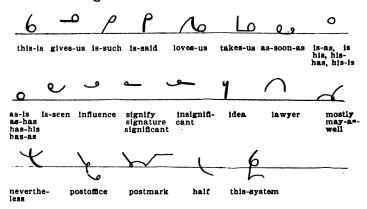
5. List Words. (40—1:10.)

I Texas, 2 races, 3 faces, 4 doses, 5 houses, 6 molasses, 7 bases, 8 loses, 9 success, 10 nuisances, 11 exercise, 12 boss-

EXERCISE 14.

cs, 13 system, 14 fences, 15 lances, 16 chases, 17 vases, 18 invoices, 19 causes, 20 accessory, 21 masses, 22 emphasis 23 kisses, 24 laces, 25 noses, 26 pieces, 27 roses, 28 exist 29 suspicious, 30 maces, 31 necessary, 32 access, 33 amuses 34 resist, 35 rises, 36 hisses, 37 subsist, 38 desist, 39 necessity, 40 refuses.

6. Wordsigns.



7. Phrases. (75—1:15.)

I He-leases, 2 you-may-exist, 3 no-fuses, 4 it-is-necessary, 5 many-successes, 6 your-successor, 7 they-subsist, 8 I-may-desist, 9 a-necessity, 10 I-insist, 11 my-exercises, 25 12 are-suspicious, 13 our-exercises, 14 took-the-axis, 15 pick-the-roses, 16 took-an-excess, 17 you-are-suspicious, 18 have-much-success, 19 take-some-laces, 20 you-will-desist, 50 21 he-exists, 22 he-will-desist, 23 will-take-the-masses, 24 he-gives-us, 25 this-is-time, 26 this-system-goes, 27 is-such-a-thing, 28 is-said-that. 75

8. Sentences. (175—2:50.)

I Those faces are-familiar to me. 2 His influence onthis-system is-such that-you-will-have to-acknowledge it. 3 I-will go-back-to²⁵ the-depot and-take the-lawyer's cases to the-postoffice in-time for the-mail. 4 It-is-said that-he-will go-to Iowa this⁵⁰ fall and-stay for six weeks. 5 He-may-as-well come-back, nevertheless, for all of-his influence will-avail nothing. 6 It-is⁷⁵ significant that-his ideas on-post-office affairs are always wrong, notwithstanding his long and-thorough study of-that business. 7 He-loves-us¹⁰⁰ though, we-do-make many mistakes in-our easy lessons. 8 As-soon-as you take up the-study of the-new oil business I-will¹²⁵ help-you by taking some stock in-it and-by giving-you all the-advice which-you-may desire. 9 The-youth will-make a-success¹⁵⁰ of-his study of-this-system of book-keeping as-soon-as you give him a-job to-help with the-books in-your office.¹⁷⁶

9. Translation.

LESSON XV.

REVIEW.

I. QUESTIONS:

- (1) How are the short vowel signs distinguished from the long vowels?
- (2) When a short first place vowel is written between two consonant strokes beside which must it be placed?
- (3) When a short second place vowel is written between two strokes beside which must it be written?
- (4) When a short third place vowel is written between two strokes where must it be placed?
- (5) How do these rules differ from those given for placing the long vowels between two consonant strokes?
- (6) When two separately sounded vowels must be written between two consonant strokes where must each of them be placed? Give example.
- (7) What is the rule when two separately pronounced vowels must be written beside a single consonant? Give example.
- (8) Name the diphthongs given in the lesson on diphthongs.
 - (9) Give position of each.
- (10) May these diphthongs ever be joined to the strokes before or after which they occur?
- (11) If so, give an example of each diphthong so placed.
- (12) What is the rule for placing diphthongs beside the consonants when occurring between two consonant strokes?
- (13) How may vowels sometimes be indicated, thus making it unnecessary to write them?

- (14) How many consonant positions are there?
- (15) Name them.
- (16) Where is an upright outline written when placed in the first position?
 - (17) When in the second position?
 - (18) When in the third position?
- (19) Are horizontal outlines when in the first or third position written the same distance from the line as upright outlines in these positions?
 - (20) What is the purpose of position?
- (21) What vowel in a word is indicated by the consonant position of the outline?
- (22) Does the reporter use position more or less as he becomes more experienced as a stenographer?
- (23) What is the invariable rule in reference to position in writing Wordsigns?
 - (24) What does the sez-circle represent?
- (25) How much larger than the s-circle is the sez-circle?
- (26) Is it ever permissible to use the **sez-circle** to represent two sounds of **es** or **ze** in two different syllables?
- (27) On which side of the stroke to which it is joined should the sez-circle be written?



EXERCISE 15.

2. List Words. (43-:55.)

Essay Leon putty pitch edge smudge engage allay pith smack pipe dime rhyme alloy revile loyal envoy occupy joyous assume enjoy folly allow carouse espouse²⁵ aloud Texas races doses houses molasses success nuisances exercise accessory masses emphasis pieces suspicious amuses chases desist refuses.⁴³

3. Wordsigns.

A. M., advertise, (advertised, advertisement, advertising, had,) common, dollar, ever, give, (given,) hear, (here, her,) however, large, must-be, now, P. M., watch, income, forthwith, nothing, we, (with,) were, what, would, hath, (thank, youth.) as-well-as, mistake, wish, Ohio, acquit, (acute,) because, beyond, catholic, etc., continue, domestic, disadvantage, December, expect, (expected,) exchange, enlarge, Europe, falsehood, failure, hope, (happy,) howsoever, holy, holiness, happiness, highly, highway, (Iowa,) hence, height, higher, company, this-is, gives-us, is-such, is-said, loves-us, takes-us, as-soon-as, is-as, (is-his, his-has, his-is,) as-is, (as-has, has-his, has-as,) is-seen, influence, signify, (signature, significant,) insignificant, idea, lawyer, mostly, (may-as-well,) nevertheless, postoffice, postmark, half, this-system.

4. Phrases. (75—1:15.)

I Will-sell-it, 2 a-large-egg, 3 you-may-go, 4 that-must-be, 5 an-envoy, 6 they-may-go, 7 I-have-enough, 8 you-en-joy, 9 he-may-come, 25 10 I-see-how, 11 he-will-die, 12 a-heavy-stock, 13 he-goes-away, 14 he-is, 15 he-said, 16 by-that, 17 a-poor-reason, 18 give-me, 19 if-they, 50 20 I-have-nothing, 21 you-came, 22 as-that-is, 23 will-take-him, 24 he-leases, 25 it-is-necessary, 26 I-insist, 27 took-an-excess, 28 is-such-a-thing. 75

5. Sentences. (177—3:00.)

I James may-leave for-the-city on the-fourth of July. 2 You-should take-advantage of-his-knowledge. 3 Will any-of the-officers take-advantage²⁵ of the-error? 4 They make many heavy carriages for sale. 5 Any-boy who-will-stick to-his task faithfully will succeed in-his-business in⁵⁰ due time. 6 You-may take-them a-case of herring to-day. 7 Have same come on the-electric road as-the-rate is so

low.⁷⁵ 8 Hence I-think he-would-be much happier if-he-would-make a-change. 9 The-chimney is so high it-may fall. 10 Howsoever much-you¹⁰⁰ may wish to-do so you-should never make-your cousin feel that-he has-to look to-you for a-living. 11 It-is significant¹²⁵ that all-his ideas on-postoffice affairs are always wrong, notwithstanding his long and-thorough study of-that business. 12 As-soon-as you take up¹⁵⁰ the-study of the-new oil business I-will help-you by taking some stock in-it and-giving-you all the-advice which-you¹⁷⁵ may desire.¹⁷⁷

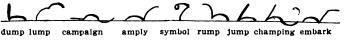
LESSON XVI.

THE EMP SIGN.

- 1. When **p** or **h** immediately follows and is in the same syllable with an **m**, it is not written, but is indicated by shading **em**. **Em** thus shaded is called **emp**.
- 2. Emp is also usually used to indicate a p or b in a following syllable when m ends one syllable and p or b begins the following syllable. The only exceptions are when the p or b combine more closely with a following l or r as will be explained in lessons 18, 19 and 21.

In imply, for example, emp would not be used for the reason that the p, although beginning the syllable following the one ending in m, coalesces more closely with the following 1 than with the preceding m.

3. The use of emp is shown by the following illustrations:

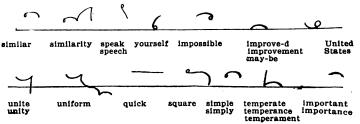


EXERCISE 16.

Write the following words using emp:

- 4. List Words. (33—:45.)
- I Bump, 2 amply, 3 jump, 4 camp, 5 damp, 6 ambitious, 7 temple, 8 campaign, 9 thump, 10 gimp, 11 romp, 12 dump, 13 tumble, 14 pomp, 15 ambiguous, 16 lump, 17 embezzle, 18 fumble, 19 sympathy, 20 gamble, 21 ample, 22 encamp, 23 pimple, 24 camping, 25 thumping, 26 jumping, 27 dumping, 28 limp, 29 pumping, 30 champ, 31 embellish, 32 imbecile, 33 scamp.
- 5. Too often students neglect to give the exercises sufficent practice to enable them to write the outlines legibly and readily within the given time. The student will obtain the best results if he will not leave an exercise until he is able to write it easily within the required time. He should also make it a point to read each exercise every time he writes it, and oftener, if necessary, to enable him to read it easily in the time that it takes to write it. Be sure that you know how to write the correct outline for each word in an exercise and then keep at it until the prescribed time is reached.

6. Wordsigns.



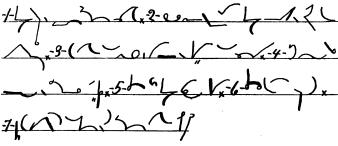
7. Phrases. (40—:35.)

I Similar-cases, 2 some-similar-races, 3 much-similarity, 4 I-spoke, 5 a-speech, 6 a-significant, 7 saw-a-savior, 8 sought-a-savior, 9 the-message-came, 10 a-simple-case,²⁵ 11 a-square-case, 12 temperance-cause, 13 will-unite-them, 14 uniform-reasons, 15 may-go, 16 he-is-temperate.⁴⁰

8. Sentences. (230—3:45.)

They sell oats and-hay in-the-camp of-the-army. 2 They dump the-coal at the-depot for the-mill of the-new company.25 3 The-two armies are soon to unite and-will quickly rout the-enemy and-take the-city. 4 If-they succeed, such an-important victory will50 so reduce the-enemy's forces that I-think they may soon leave the-vicinity. 5 James Morrison, of Iowa, will go to Missouri in January or⁷⁵ February and-will-take all of-his stock along if-theroads are such as-to allow him to-do so. 6 Take your oats to100 the-mill at the-depot and-leave-them for Thomas Mills who-will pay-you for-them on the-fourth day of May andwill125 give-you a-fair rate for-them. 7 If-you-will take-my advice and-do-this I-know you-will help all-those who-are150 in-the-business with-you as-well-as receive a-fair income for-vourself on-such a-deal. 8 He took the-logs to thecompany's175 ships. 9 All the-ships will now go to Chicago, Illinois, to the-immense saw-mills of-that-city. 10 The-newcompany will buy up all200 the-tallow in Massachusetts, Illinois, Minnesota and Iowa and-raise the-rate as-soon-as they receive all the-stock so that retail dealers will²²⁵ have to buy of-them.230

9. Translation.



LESSON XVII.

Note: The following ten sections explain the principle of the coalescents, so-called, formerly in general use by writers of Benn Pitman Shorthand. This rather complicated method of representing w and y when the strokes way and yea do not form distinct angles, has been very generally superceded by a more simple plan which is explained in section 11 and in which these characters are called brief way and yea. The student is advised to thoroughly learn and make use of the method explained in section 11. The explanation of the coalescents, is retained so that the pupil may become familiar with the older form which is still taught to some extent and is still used by practically all writers of Benn Pitman Shorthand who learned the art before the adoption of the later method for writing vand y in special cases.

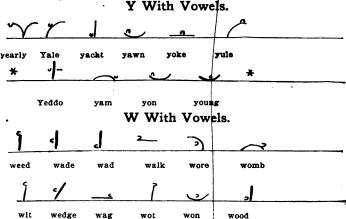
COALESCENTS.

1. Way and yea in certain combinations do not form

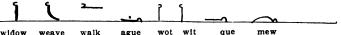
distinct angles. It has been deemed desirable in such cases to use different signs for these letters. The signs made use of represent the way or yea and also the following vowel which usually closely coalesces with the preceding way or yea.

- 2. These signs are called coalescents. They consist of half circles the size of the s-circle. They are shaded when used for a y or w with a following long vowel and not shaded when combined with a following short vowel. To represent a w and a following vowel the right and left halves are used, the left half for w and dot vowels and the right half for w and dash vowels. To represent y and a following vowel the upper and lower halves are used, the lower half for y and a dot vowel, and the upper half for y and a dash vowel.
- 3. The coalescents are treated as vowels, being placed beside the consonant strokes and given the first, second and third vowel positions according as the coalescing vowel is first, second or third place. The y coalescents always curve either up or down, and the w coalescents curve to the right or left; none of them varying to correspond with the slant of any strokes, as the dash vowels do.
- 4. When a coalescent is written between two consonant strokes it follows the same rule which would govern its long or short vowel, were the simple vowel written.
- 5. The fact that the coalescents are so seldom used makes it all the more necessary that they should be thoroughly memorized. Unless they are, the characters will soon be forgotten.
- 6. The student will be enabled to recall the coalescent signs more readily by remembering that the wordsign you is the y with the dash vowel oo, hence all coalescents of y and dash vowels bow up. Therefore y with the dot vowels must necessarily bow down. Likewise the wordsign we is the w with the long e. As this bows to the left, all coalescents of w and dot vowels bow in that direction, and conversely all coalescents of w and a dash vowel bow to the right.
 - 7. While many of the following words are not written

with the coalescents always inserted, they illustrate the sounds represented by the coalescents and the manner in which these characters are made as well as the position in which they are written when used.



- 8. The coalescents which would naturally appear in the places represented by stars in the above list are not used for the reason that there are no words in the language in which these particular combinations of y and short i or short oo occur.
- 9. When a first place coalescent precedes the first consonant stroke in an outline and makes an angle with it, or a third place coalescent follows the last consonant and forms an angle with it, it may be joined to the consonant stroke, thus:

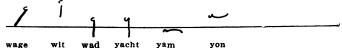


ro. It will now appear from whence the signs for such words as year, yet, you, we, with, what, beyond, etc., are derived.

BRIEF WAY AND YEA.

11. In some outlines the strokes way and yea do not

form distinct angles with the preceding or following strokes. In such cases the sound of w is represented by either the right or left half of a circle the size of the s-circle using in each case that half which makes the more distinct angle. When both halves of the circle form a good angle, the left half is preferable. These semi-circles should not be shaded. When the stroke yea does not form a distinct angle with the preceding or following stroke, the upper or lower half of a circle is used writing, in each case, that half which makes the more distinct angle. When both halves form a good angle, the upper half is preferable. These semi-circles for w and y are frequently omitted. This is done in such words as duel, fuel, jewel, etc. The use of the brief way and yea is shown as follows:



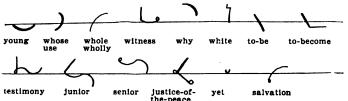
Using the brief way and yea write the following words:

EXERCISE 17.

12. List Words. (27—1:00.)

1 Yacht, 2 weave, 3 wit, 4 witch, 5 web, 6 weed, 7 cue, 8 cube, 9 widow, 10 hew, 11 Jew, 12 Cuba, 13 mew, 14 pew, 15 Hugh, 16 beauty, 17 wage, 18 wedge, 19 wed, 20 wad, 21 wet, 22 wot, 23 few, 24 wood, 25 chew, 26 dew, 27 stew.

13. Wordsigns.



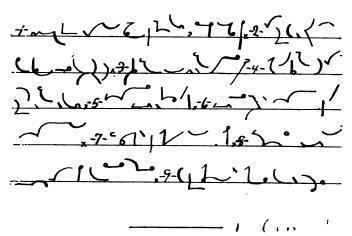
14. Phrases. (45—:40.)

I Whose-came, 2 the-whole-day, 3 a-year-ago, 4 a-new-witness, 5 it-may-be-wrong, 6 to-become-famous, 7 in-histestimony, 8 it-may-be-important,²⁸ 9 an-important-case, 10 will-take-them, 11 the-senior-came, 12 was-a-witness, 13 will-take-his-testimony, 14 and-take, 15 your-money.⁴⁵

15. Sentences. (258—4:15.)

I He-is-too young to take up the-study of the-testimony in-such an-important-case. 2 He-ought to-become efficient in-this subject²⁵ if-he-keeps on for-a-whole year. 3 It-maybe that both will come as witnesses in-such an-importantcase if the-lawyers⁵⁰ will pay the-fare for both of-them. 4 The-junior justice-of-the-peace will hear all the-witnesses in-the-case and-will review⁷⁵ the-testimony with-his senior before deciding to-which asylum the-insane youth shall-go. 5 They go to the-city by-way-of the-avenue100 along thelake because it-is usually in-fair shape for heavy teams. 6 It-was muddy all-day Saturday and Sunday but on Tuesday it125 became so dusty that it-was injurious to our eyes. 7 It-is-wholly insufficient and-will have-to-go back to thedepot to-dav¹⁵⁰ so that-they may ship it tomorrow. 8 They wish to-receive the-bureau at-the-same time the-team takes all the-smaller things which175 they expect to use in the-new house. 9 What-do-you think has become of all-the-money and-why do-the-police give-up²⁰⁰ the-search for the-thieves? 10 The-side-walks on-this side of the-city are so-poor that before we-know-it somebody will receive²²⁵ an-injury andsue the-city for heavy damages. II The-packages came to the-factory in Toledo by-way-of Cincinnati, Ohio, and-will give²⁵⁰ the-company enough to-do for-several weeks.²⁵⁸

16. Translation.



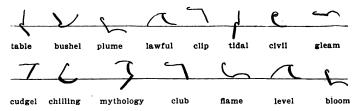
LESSON XVIII.

THE L-HOOK.

- r. When pe, be, te, de, chay, jay, kay, gay, ef, ve, ith, the and shay are followed by the sound of l, the l is, in certain cases omitted and the omission indicated by a slight modification of these letters, thus saving the time which otherwise would be required to write the stroke el or lay.
- 2. The modification of these letters consists in the formation of a small hook on the s-circle side and at the beginning of these letters. This hook is called the 1-hook.
- 3. The formation of this hook on the letters and the names by which these modified characters are designated are shown as follows:

I'd Tel Del Chel Tel Kel Cel Fel Vel Thi The Shel

- 4. For convenience in referring to these modified letters they are always spoken of by the above names.
- 5. The beginner should bear in mind that the so-called **l-hook** does not itself stand for the sound of **l**. If it did, the **l** would be read before the stroke. The hook is simply a scheme of modifying or changing certain consonant stems in certain cases to show that the sound of **l** is to be understood immediately following each letter so modified. The use of this principle is illustrated by the following words:



- 6. The rules governing the use of the 1-hook are as follows:
- (1) In words where the sound of 1 immediately follows one of these strokes in the same syllable, as in clip, club, gleam, plume, the modified form or 1-hook is used.
- (2) When a long vowel comes between one of these letters and a following l, as in coal, bowl, cajole, the stroke el or lay is used.
- (3) When a short vowel intervenes between one of these letters and a following 1 in words of a single syllable, as in his, bill, gill, dell, fell, the stroke is used.
- (4) In words of more than one syllable, where a short vowel intervenes between one of these strokes and a following 1, as in civil, bushel, lawful, the modified form or hook is used, except when 1 is the last consonant in a word and is followed by a sounded vowel, as in pillow, in which case the stroke is used.

7. The student should remember that these rules apply only to the use of 1 when it follows one of the consonant strokes mentioned at the beginning of this lesson. He should also remember that in the many thousands of combinations of letters there will sometimes occur words where the writer will readily see that in order to secure a more easily formed or clearer outline some rule must be disregarded. It is impossible to formulate a set of rules which will apply to every possible combination of letters in the English language. It is therefore perfectly allowable to occasionally vary a rule in cases where to follow it an awkward or ambiguous outline would result.

EXERCISE 18.

Using the l-hook write:

8. List Words. (61—1:20.)

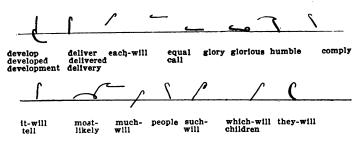
I Label, 2 table, 3 blame, 4 flame, 5 gleam, 6 glaze, 7 glass, 8 glow, 9 gloss, 10 flow, 11 pluck, 12 plume, 13 angle, 14 tangle, 15 wrangle, 16 flog, 17 flag, 18 flock, 19 inflame, 20 influx, 21 uncle, 22 inflammable, 23 local, 24 total, 25 black, 26 available, 27 smuggle, 28 tipple, 29 pliable, 30 click, 31 desirable, 32 fling, 33 rival, 34 ripple, 35 glue, 36 official, 37 pupil, 38 Mabel, 39 foretell, 40 dissemble, 41 plank, 42 tickle, 43 flows, 44 paddle, 45 tackle, 46 flash, 47 blush, 48 climb, 49 clip, 50 sublime, 51 declare, 52 evil, 53 legal, 54 dapple, 55 logical, 56 novelty,, 57 illegal, 58 faculty, 59 pledge, 60 bloom, 61 Flora.

9. Wordsigns.

1117-14

angel at-all follow capable collect challenge C. O. D. until

difficult difficulty



/ 10. Phrases. (71—1:10.)

1 An-angel, 2 at-all-places, 3 the-children, 4 which-will-go, 5 until-you-come, 6 they-will-make, 7 such-will-come, 8 comply-with-it, 9 he-is-capable, 25 10 collect-the-bill, 11 challenge-him, 12 he-will-collect-on-delivery, 13 a-difficult-thing, 14 he-is-in-difficulty, 15 develop-the-case, 16 deliver-some-coal, 17 tell-him, 50 18 equal-to-the-case, 19 call-for-his-money, 20 each-will-go, 21 in-his-glory, 22 a-glorious-day, 23 it-is-most-likely. 71

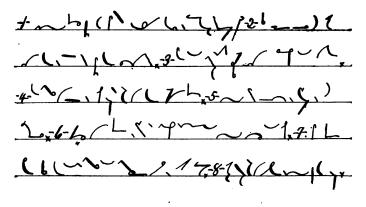
11. Sentences. (178—2:55.)

I Like angels' visits they-will be blessings to all. 2 Eachwill refuse to-leave until all-are ready to-go. 3 It-was a-glorious-day²⁵ fortall-humble people and-I-hope they-will enjoy-many similar days in-times to-come. 4 Look closely to-your tackle if-you expect⁵⁰ to-catch a-single fish. 5 Most-likely each-will wait for some developments before following such poor advice. 6 He-will challenge his enemy to⁷⁵ a-duel and-will likely go to+his death in-such foolish business. 7 The-whole business is in-such a-tangle that it-will be¹⁰⁰ difficult to-do anything at-all with-it. 8 He collects the-bills daily and-pleases all whom he deals with. 9 Please to wait a-few¹²⁵ hours and-I-think he-will raise the-money. 10 I-live on the-south side of the-city, a-mile-and a-half south of the-postoffice. 11 Write as-

much-as possible in-this way if-you would-make a-success.

12 The-blowing snow will keep going into all places¹⁷⁵ for-several hours.¹⁷⁸

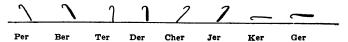
12. Translation.



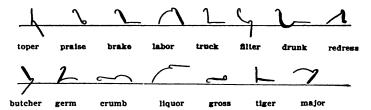
LESSON XIX.

THE R-HOOK, SEC. I.

r. The r-hook is a hook used in much the same way as the l-hook. On straight letters it is the modification of pe, be, te, de, chay, jay, kay and gay, to indicate the omission of a following r. The r-hook is formed exactly like the l-hook except that it is placed on the opposite side, that is, on the left side of the upright strokes, and on the lower side of horizontal letters. The following illustrations will show the proper formation of the r-hook upon the straight letters, and the names of the characters when so modified:



- 2. The rules governing the use of the r-hook on the above letters are the same as those which govern the use of the l-hook.
- 3. The use of the r-hook is shown by the following illustrations:



4. Care should be taken to fix in the mind the distinction between the 1-hook and the r-hook modification. Much confusion will result unless the student has this distinction indelibly impressed upon the mind so that he will be able to use the proper hook without the least hesitation. No student should think of passing this and the preceding lesson until he is able to write all the words, phrases and sentences in each lesson using both the 1-hook and r-hook correctly in every instance.

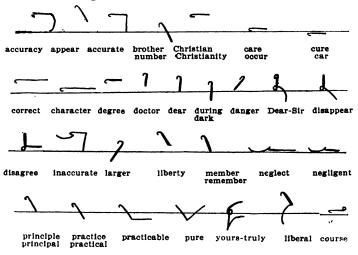
EXERCISE 19.

Using the r-hook write the following words:

- 5. List Words. (68—1:45.)
- I Gray, 2 grace, 3 grim, 4 Greek, 5 grub, 6 grog, 7 brass, 8 breech, 9 toper, 10 ledger, 11 extra, 12 pry, 13 creeper, 14 baker, 15 fakir, 16 educator, 17 courtesy, 18 monogram, 19 preface, 20 deter, 21 cruel, 22 Nebraska, 23 crop, 24 trigger, 25 poker, 26 grasp, 27 brusque, 28 trunk, 29 crape 30 grape, 31 groom, 32 cry, 33 treason, 34 crusade, 35 dream, 36 drake, 37 drum, 38 drug, 39 grip, 40 meagre, 41 maker, 42 cablegram, 43 telegram, 44 wager, 45 cross,

46 trifle, 47 breaker, 48 bramble, 49 triangle, 50 neighbor, 51 copper, 52 taper, 53 greedy, 54 gravy, 55 gruesome, 56 group, 57 prop, 58 drop, 59 press, 60 clapper, 61 major, 62 Edgar, 63 intrigue, 64 encourage, 65 digress, 66 grumble, 67 cranny, 68 drunk.

6. Wordsigns.



7. Phrases. (59—1:00.)

I Was-inaccurate, 2 it-appears, 3 they-appear, 4 you-will-appear, 5 will-neglect, 6 my-brother, 7 your-brother-came, 8 our-brother, 9 the-liberal, 10 in-that-trunk, 11 our-practice, 23 12 in-care-of, 13 no-care, 14 incurable-case, 15 in-any-degree, 16 during-mass, 17 you-will-neglect, 18 it-is-inaccurate, 19 our-liberty, 20 large-number, 21 a-new-principle, 50 22 your-practice, 23 a-character, 24 it-will-occur, 25 take-care. 50

8. In writing numbers and dates, round numbers as 5, 10, 30, 50, 100, 400, 1000, etc. are usually written in

Shorthand while mixed numbers as 37, 73, 105, 369, etc. are expressed by the common numerals.

9. Letter. (310-5:05.)

New-York-City, N.-Y., July 8,

James Lyon, Jr.,
Jacksonville, Florida.
Dear-Sir:—

Yours of-the-sixth came to-day.²⁵ I-was looking for some news and-am happy to hear that-your affairs are moving along as-you desire. I-think-that in-time⁵⁰ all-those who are in the-business with you will agree with your ideas. This would-give-you sufficient backing so that-you may do⁷⁵ as-you-like in carrying on-your celery farm. I-know thatyour knowledge of-celery growing, the-valuable farm you have and-your proximity100 to so large a-city as Jacksonville will-bring-you success in-a-few-years. I-expect that inside of-four years you-will have 125 enough clear cash ahead to buy out the-whole business and-I-hope you-will do-so. You-will have any-number of-people try¹⁵⁰ to persuade you to-take stock in something outside of the-celery business. If-you should-do such-a-thing and-neglect your regular business175 at-all, you-will see-the-day in-which you-will rue This-is an-age in-which success comes-to-him who gives²⁰⁰ his whole time to a-single-thing and-studies all its many phases so thoroughly that nobody will-know how totake any-undue advantage225 of-him.

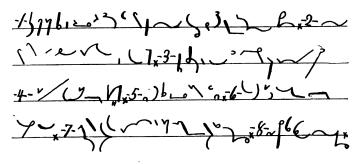
But it-is useless to talk of-these-things. Your knowledge of business affairs is sufficient to enable-you to appreciate the-force²⁵⁰ of what I-have-said.

I-may possibly be in Jacksonville this fall. If I-am you-may expect me to-call at your home²⁷⁵ and-make-you a-nice long-visit.

I-expect to hear soon that you have a-crop of-celery ready to ship. I-notice that³⁰⁰ the-price keeps up. I-am,
Yours-truly,

Thomas Phillips.319

10. Translation.



LESSON XX.

REVIEW.

I. Questions:

- (1) How is em modified to represent a following p or b?
 - (2) What is this modified character called?
- (3) Is it ever allowable to use the emp sign to represent a p or b in a syllable following the one in which the em occurs?
- (4) When way and yea do not form a good angle, what characters are used in place of these strokes?
 - (5) Should these characters be light or heavy?

- (6) What governs as to whether the right or left half of the circle should be used to represent w?
- (7) When both the right and left half of the circle form a distinct angle, which half is preferable?
- (8) What governs as to whether the upper or lower half of the circle should be used to represent y?
- (9) When both the upper and lower half of the circle form a distinct angle, which half is preferable?
- (10) Is it ever permissible to omit the brief signs for w and y?
- (11) If so, give at least three words in which such omission is permissible.
- (12) Give six or more Wordsigns derived from the brief w and v signs.
- (13) When should the **brief** signs be used and when should the simple strokes **way** and **yea** be used for the consonant sounds of **w** and **y**?
- (14) How may the sound of 1 be indicated when it follows certain strokes?
- (15) What strokes may be thus modified to show that the sound of 1 follows?
- (16) What is the modification to indicate a following 1 called?
 - (17) Does the 1-hook stand for the sound of 1?
- (18) What is the rule for representing an 1 when it immediately follows a stroke which may be modified by an 1-hook?
- (19) When a short vowel intervenes between a stroke and a following 1?
- (20) When a long vowel intervenes between a stroke and a following 1?
- (21) What book is written at the beginning of straight letters and on the side opposite the 1-hook?

- (22) On which side of straight letters is this hook used?
- (23) When an r immediately follows a straight letter which may be modified by the r-hook and is in the same syllable with the stroke, which is used, the hook or the stroke?
- (24) If a short vowel intervenes between a stroke and a following r, when is the hook and when is the stroke used?
- (25) When a long vowel intervenes which is used for r, the hook or the stroke?

EXERCISE 20.

2. List Words. (65—1:30.)

Jump damp ambitious embezzle fumble sympathy encamp dumping champ imbecile scamp weave witch web cue cube widow hew Jew Dubuque Hugh beauty wood stew label²⁵ angle flag influx total black available pliable click desirable rival Mabel foretell tickle blush legal logical illegal faculty pledge extra courtesy monogram cruel crop trigger⁵⁰ grasp treason meagre telegram trifle brambl: triangle neighbor greedy group Edgar intrigue encourage digress grumble.⁶⁵

Wordsigns.

Similar, similarity, speak, (speech,) yourself, impossible, improve, (improved, improvement, may-be,) United-States, unite, (unity,) uniform, quick, square, simple, (simply,) temperate, (temperance, temperament,) important, (importance,) young, whose, whole, (wholly,) witness, why, white to-be, to-become, testimony, junior, senior, justice-of-thepeace, yet, salvation, angel, at-all, (until,) follow, capable, collect, challenge, C. O. D., difficult, (difficulty,) develop, (developed, development,) deliver, (delivered, delivery,)

each-will, equal, (call,) glory, glorious, humble, comply. it-will, (tell,) most-likely, much-will, people, such-will, which-will, (children,) they-will, accuracy, appear, accurate, brother, (number,) Christian, (Christianity,) care, (occur,) cure, correct, character, degree, doctor, dear, during, (dark,) danger, dear-sir, disappear, disagree, inaccurate, larger, liberty, member, (remember,) neglect, negligent, principle, (principal,) practice, (practical,) practicable, pure, yourstruly, liberal.

4. Phrases. (51—:45.)

I Similar-cases, 2 some-similar-races, 3 much-similarity, 4 I-spoke, 5 a-speech, 6 a-significant, 7 saw-a-savior, 8 the-message-came, 9 a-simple-case, 10 a-square-case.²⁵ II temperance-cause, 12 will-unite-them, 13 he-is-temperate, 14 an-angel, 15 at-all-places, 16 the-children, 17 which-willgo, 18 comply-with-it, 19 collect-the-bill, 20 it-appears.⁵¹

5. Sentences. (144—2:25.)

I James Morrison, of Iowa City, Iowa, will go to Missouri in January or February and-will-take all of-his stock along if-the-roads²⁵ are such as-to allow him to-do so. 2 If-you-will take-my advice and-do-this I-know you-will help all-those⁵⁰ who-are in the-business with-you as-well-as receive a-fair income for-yourself on the-deal. 3 The-junior justice-of-the-peace⁷⁵ will hear all the-witnesses in-this-case and-will review all the-testimony with-his senior before deciding to-which asylum the-insane youth¹⁰⁰ shall-go. 4 It-is-wholly insufficient and-so-will have to-go back to the-depot to-day so that-they may ship it tomorrow.¹²⁵ 5 He-will challenge his enemy to a-duel and-will likely go to-his death in-such foolish business.¹⁴⁴

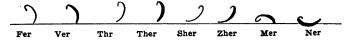
LESSON XXI.

THE R-HOOK, SEC. II.

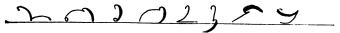
- 1. In addition to the eight straight letters which are modified by the r-hook, as shown in lesson nineteen, the curved letters ef, ve, ith, the, ish, zhe, em and en are also modified by this hook.
- 2. Since the r-hook is written at the beginning of strokes upon which it is used and since all hooks written on curved letters must come within the curve, it was necessary to adopt some method to distinguish between the l-hook and r-hook on ef, ve, ith and the, the only curved letters on which both the l-hook and r-hook are used. This is done by reversing these four letters in addition to modifying them by the r-hook. It is possible to do this without danger of confusion since ar, way, es and ze, which ef, ve, ith and the form when reversed, are not modified by an initial hook.
- 3. Ish and zhe are not modified by the l-hook hence it is possible to use the r-hook modification at the beginning of these letters and on the curved side without any further change.
- 4. Em and en have an initial hook for w the same size as the r-hook. This hook will be explained later. It is necessary, therefore, in order to distinguish the r-hook from the w-hook, to modify these two letters in some manner in addition to the hook. This is done by shading em and en when modified by the r-hook. No confusion with emp or ing arises by shading em.and en when modified by the r-hook since neither emp nor ing are ever modified by an initial hook.

The rules which govern the use of the l-hook apply to the use of the r-hook on the curved letters.

5. The r-hook on the curved letters and the names of the letters so modified are shown as follows:



6. Illustrations of the use of the curved letters modified by the r-hook are as follows:



frame silver others lather shirk treasure rumor nourish

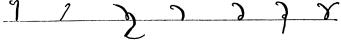
EXERCISE 21.

Using the r-hook write the following:

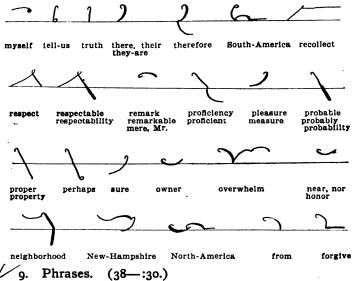
7. List Words. (60—1:25.)

I Merge, 2 energy, 3 lunar, 4 tremor, 5 femur, 6 banner, 7 donor, 8 leisure, 9 fisher, 10 verb, 11 verbal, 12 fracas, 13 three, 14 frock, 15 gopher, 16 liver, 17 leverage, 18 average, 19 Virginia, 20 dinner, 21 Denver, 22 numerous, 23 sheriff, 24 sugar, 25 favorite, 26 liquor, 27 freeze, 28 cover, 29 thrush, 30 tanner, 31 bother, 32 pressure, 33 fissure, 34 rover, 35 Homer, 36 nourish, 37 divers, 38 frame, 39 proverb, 40 verbena, 41 lever, 42 reversal, 43 favor, 44 farmer, 45 Francis, 46 frankincense, 47 former, 48 dormer, 49 camphor, 50 philosopher, 51 throng, 52 Andover, 53 machinery, 54 dishonor, 55 verse, 56 venerable, 57 lover, 58 nurse, 59 reverse, 60 movable.

√ 8. Wordsigns.



withdraw which-are West-Virginia very universe university universal



I An-average-case, 2 a-rumor-came, 3 freeze-up, 4 introuble, 5 in-favor, 6 numerous-things, 7 saw-a-thrush, 8 anew-frock, 9 low-pressure, 10 in-the-fracas, 25 11 broke-hisfemur, 12 nourish-him, 13 a-fisher, 14 with-much-energy,

10. Letter. (287-4:45.)

Dubuque, Iowa, April 2,

Mr. Charles Dawson,

15 in-his-dishonor.38

Minneapolis, Minn.

My-Dear-Sir:---

I-take the-liberty to-write you for some²³ advice and-help. Two weeks ago I-wrote to J. P. Glover & Co., of-your city asking that firm to ship me a-dozen⁵⁰ cars of hay as-soon-as possible. Expecting to-receive this hay in-two-weeks, the-usual time for-hay to-come through, I-took⁷⁵

advantage of the-steady rise in price here to dispose of the-dozen cars for-delivery in-three-weeks from the-time they were to arrive. To-day I-have a-message from Glover & Co., which by-mistake had the-wrong address thus causing a-delay in its-arrival,¹²⁵ saying in answer to a-telegram that-their supply has given out and-that it-is impossible to ship a-single car to-me. Am¹⁵⁰ at a-loss what to-do so-write-you. Do-you think it-is at-all possible for-you to-help-me out by shipping¹⁷⁵ me some of the-hay you have in-stock for summer use?

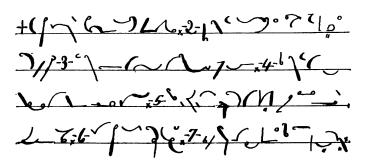
I-know that the-price will-drop sufficiently to enable me to-replace²⁰⁰ the-same in ample time for-your use and-at no loss to myself. Otherwise I-fear I-shall lose heavily for the-price of²²⁵ hay in-this city is very high. If-you-will help-me out I-assure you that I-will thoroughly appreciate the-favor.

Please²⁵⁰ answer by wire as-soon-as you-receive this. I-await your-reply with-much anxiety, and-hope that-you-will spare enough of-your²⁷⁵ supply to save-me from very heavy-loss.

Yours-truly,

Thomas Johnson.287

11. Translation.



LESSON XXII.

TRIPLE CONSONANTS.

- r. It frequently happens that the letter s precedes one of the straight letters modified to represent a following r. In such cases the r-hook need not be written as it may be indicated by placing the s-circle on the r-hook side. The s-circle at the beginning and on the r-hook side of pe, for example, would represent iss-pe-ar, thus representing three consonants, hence the name, triple consonants.
 - 2. The triple consonants are as follows:

٩	٩	9	9	9	9	<i></i>		
Spr	Sbr	Str	Sdr	Schr	Sjr	Skr	Sgr	

3. The use of the triple consonants is shown in the following words:



spring sober stream cedar scrape such-are segregate sojourner sister

- 4. As appears in the illustrations either a long or short vowel may occur between the s-circle and a following stroke with which an r-hook is understood.
- 5. There is no word in which the combination schr occurs. The character is used, however, for the phrase signs such-are, such-were, etc.
- 6. It will be evident to the student of Shorthand that the combination of the three consonants explained above cannot be used with any of the curved letters.
- 7. The sez-circle may also be placed upon the r-hook side of straight letters to indicate the r-hook as in the word sister.

- 8. In such words as discourage, subscribe, prescribe, and others with similar outlines, the r-hook cannot be indicated, the context being depended upon to show that the r is to be understood.
- 9. The large majority of cases in which the triple consonants are used is with the combinations spr, str, and skr.

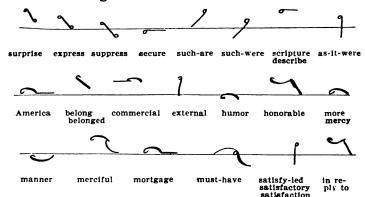
EXERCISE 22.

Using the triple consonants write:

10. List Words. (45—1:00.)

1 Scrap, 2 scraper, 3 scruple, 4 soaker, 5 seeker, 6 scrub, 7 strap, 8 scourge, 9 skirmish, 10 sober, 11 cider, 12 solder, 13 strip, 14 scream, 15 scrim, 16 scratch, 17 spring, 18 sperm, 19 spurs, 20 stroke, 21 stream, 22 superstitious, 23 sabre, 24 stretch, 25 stress, 26 strew, 27 streak, 28 strow, 29 succor, 30 discourage, 31 supper, 32 prescribe, 33 strop, 34 subscribe, 35 proscribe, 36 scrawny, 37 super, 38 sacrifice, 39 strike, 40 superb, 41 striker, 42 screech, 43 secrecy, 44 stripe, 45 suitor.

11. Wordsigns.



12. Phrases. (56-:50.)

I A-spring-day, 2 secure-a-copy, 3 such-are-here, 4 a-scripture-topic, 5 have-no-mercy, 6 pay-the-mortgage, 7 will-forgive-them, 8 more-money, 9 commercial-dealings, 25 10 in-such-manner, 11 have-mercy, 12 honor-all-people, 13 may-forgive-them, 14 large-measure, 15 every-case, 16 scripture-lesson, 17 give-them-honor, 18 express-the-case, 19 honorable-life, 50 20 will-honor-them, 21 they-receive-more. 56

13. Letter. (185-3:00.)

New-York-City, N.-Y., Feb. 4,

Mr. Thomas Boyle, Sr.,

Duluth, Minn.

Dear-Sir:--

Your notice to Mr. Titus Bailey telling²⁵ him that-you must-have your pay before-you-would ship-him the-coal he should-have on March fourth, was a-surprise to me.⁵⁰ I-know you-must-have a-wrong idea as-to Mr. Bailey's ability to pay his bills. I-have for some years had business dealings with⁷⁵ Mr. Bailey and-he-has always given satisfaction by-the-way in-which he-carries out all-his business deals. I-hope this assurance will¹⁰⁰ cause you to-take a-more favorable view of-the-case and-ship this week the-coal Mr. Bailey desires for his factory. If-you¹²⁵ refuse to-do so I-am-sure you-will lose a-customer who, otherwise, would I-think, continue to buy of-you for-many years¹⁵⁰ to-come. I-hope you-will take-my advice in-this for I-know Mr. Bailey will do whatis right and-fair in-his¹⁷⁵ dealings with-you. I-am,

Yours very-truly,

James Gilmer.185

14. Letter. (130-2:10.)

Toledo, Ohio, July 2,

Mr. Ezra Weeks, Chicago, Ill. My-Dear-Sir:—

I-have your favor of May 30th. I-have²⁵ looked for a-job for-you as clerk in fully forty business houses in-this city but so far it-is impossible for me to⁵⁰ write-you very encouraging news. Hence my long-delay in answering-you. There-are several-places in-which I-was given some hope and-at⁷⁵ the-bazaar I-may yet succeed in-inducing the-proprietor to-give-you a-trial. If I-succeed I-will write-you forthwith. Would you¹⁰⁰ be-ready to-come in-a-few days in-case I secure a-place for-you? Please write-me assoon-as you-receive¹²⁵ this.

Truly-yours,

Samuel Culver.130

15. Letter. (143-2:15.)

Cincinnati, Ohio, March 6,

Messrs. Cady & Co., Jacksonville, Fla. Dear-Sirs:—

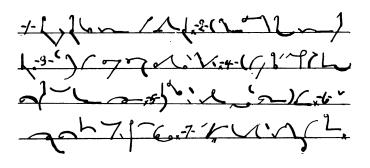
Hearing that-you were thinking of-employing some-more²⁵ help in-your grocery I-take the-liberty of-applying for-the-place. I-know something of the-grocery business having given nearly eight years⁵⁰ of-my-life to-it. As I-am-very anxious to-go south I-hope you-will favor me in the-choice of a-clerk.⁷⁵ I-know I-would suit-you. My-reason for desiring to-leave here is to secure a-change for-my-health. The-doctor advises me¹⁰⁰ to-do this as-soon-as possible. I-would-be satisfied with very low wages for a-few months

during which time I would satisfy¹²⁵ you of-my ability. Please to-reply at an-early day and-oblige.

Very-truly-yours,

Francis Keller.143

16. Translation.



LESSON XXIII.

THE W-HOOK, SEC. I.

- r. The consonant sound of w, when it precedes and is in the same syllable with em, en, ray or lay, is represented by a small initial hook, called the w-hook. This hook is the same size as the l-hook, but differs from it in that the hook itself is a modified coalescent and represents the sound of w. It must, therefore, be read before the stroke upon which it is formed. Either a long or short vowel or diphthong may intervene between the w represented by the w-hook and a following em, en, ray or lay. The strokes thus modified are called wem, wen, wer and wel.
- 2. The formation of the w-hook and its use is illustrated in the following words:



won window womb welfare

unwell

work

wore

swore

- 3. The w-hook on em and en cannot be confused with the r-hook on these letters since with the latter hock these two letters are shaded.
- 4. When this hook precedes the sound of r final with no sounded vowel following, ray is used although the general rule requires ar, as in wear, swear, etc.

EXERCISE 23.

Using the w-hook write the following words:

5. List Words. (36—:40.)

I Edwin, 2 window, 3 swim, 4 work, 5 worth, 6 William, 7 swear, 8 wealth, 9 Welch, 10 willing, 11 win, 12 worthy, 13 welfare, 14 Wilsey, 15 beware, 16 wen, 17 worker, 18 willingness, 19 wine, 20 wear, 21 warble, 22 wallow, 23 Wilkes, 24 Wilson, 25 wail, 26 wool, 27 weal, 28 wile, 29 winsome, 30 winning, 31 wench, 32 worse, 33 swell, 24 wince, 35 wean, 36 unworthy.

6. Wordsigns



more-or member-of- member-of- nowhere we-are where aware when less congress the-legislature



while well awhile with-me with- him with- inquiry we-will with-my we-may whom anywhere

welcome

7. Phrases. (62—1:00.)

I See-the-window, 2 in-the-window, 3 in-the-river, 4 bevare-of-wine, 5 the-inquiry-came, 6 pure-wool, 7 an-angle-

worm, 8 winsome-lass, 9 the-sparrow-warbles,²⁵ 10 a-worse-case, 11 make-more-worry, 12 was-a-member-of-congress, 13 he-is-aware, 14 he-is-worthy, 15 unworthy-youth, 16 was-a-worker, 17 in-the-work,⁵⁰ 18 where-was-it, 19 any-one, 20 willing-to, 21 worth-much, 22 in-the-commonwealth.⁶²

8. Letter. (281-4:40.)

Columbus, Ohio, April 14,

Professor William Wilson,

Sioux City, Iowa.

My-Dear-Professor:-

Replying to-your very welcome favor of 23 March 31. Itis very pleasing to me to-hear how much you-are doing to
secure me the-place in the-college at 50 Sioux City. I-feel
that if-the-place is given to me I-will please the-trustees.
I-think from my long and-thorough drill 15 in-teaching thesubject of biology I would have no-difficulty in-satisfying
the-trustees as-to my-ability as teacher of-this subject. All 100
I-desire is-a-fair trial. If-my work suits I-would be willing
to-take the-place at the-same-salary which-was given 125 theformer professor. I-know-that the-class of-work which thecollege should-have and-such-as the-faculty expects, judging from what you 150 have-said to me, is well worth thatmuch.

I-think it-is impossible for the-college to secure for asmaller salary a-teacher¹⁷⁶ who-has sufficient ability to fill the-place and-please all the-officials of the-school.

If-there is any-thing-more that I should²⁰⁰ do to enable the-trustees to settle the-business, I-wish you-would wire me what-it-is, also the-proper way to take-it²²⁵ up with the-officials.

I-hope some day to-fully repay-you for the-help-you have given-me in-trying to secure this place²⁵⁰ for-me. I-feel

1

that I-shall succeed and-am well-aware to-whom I-shall owe my-success in-case the-trustees select me.²⁷⁵ I-am,

Yours-truly,

Thomas Wilbur.281

Translation.

+ 1. 1. 7. 7/2 - 1/14. 1. 4. 1. 1/4. 1

LESSON XXIV.

THE W-HOOK, SEC. II.

1. In addition to the small w-hook used on em, en, lay and ray and representing the w preceding the stroke to which it is joined, we have what is called the large w-hook, formed at the beginning and on the s-circle side of te, de, kay and gay. This hook is a modification of these four straight letters to indicate that a w immediately follows these letters. The form and use of this hook are shown in the following words:

twig twice dwell quorum squaw anguish twinkle quoth

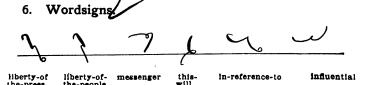
- 2. This w-hook, like the l-hook and the r-hook, does not stand for a letter preceding the stroke, but is, instead, a modification of the strokes te, de, kay and gay, to indicate a following w. The w-hook on te, de, kay and gay is used for w only when it immediately follows one of these letters and is in the same syllable with it.
- 3. This hook should be made sufficiently large to avoid any danger of confusion with the l-hook, which is used on these same strokes. The letters modified with the large w-hook are called twa, dwa, kwa and gwa.
- 4. It should be noted that the hooks are divided, in regard to size, into two classes; 1st, small hooks, like the l-hook, r-hook and small w-hook; 2nd, large hooks, like the w-hook explained above.

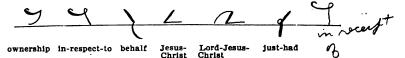
EXERCISE 24.

Using the large w-hook write the following:

5. List Words. (39—1:00.)

I Quip, 2 quibble, 3 quash, 4 quarry, 5 quiet, 6 Quaker, 7 twill, 8 dwell, 9 liquid, 10 quiver, 11 squeak, 12 squire, 13 quad, 14 vanquish, 15 queer, 16 equip, 17 requite, 18 squabble, 19 quill, 20 squaw, 21 squeal, 22 squawk, 23 squawker, 24 equator, 25 lingual, 26 sequel, 27 require, 28 requisite, 29 bequeath, 30 quake, 31 loquacious, 32 exquisite, 33 quarter, 34 quoth, 35 queerly, 36 query, 37 twinkle, 38 quote, 39 quail.





7. Phrases. (50—:45.)

I Many-quips, 2 in-their-quibble, 3 quash-it, 4 such-squibs, 5 require-such, 6 liquid-mass, 7 a-quail, 8 use-a-quill, 9 loquacious-fellow, 10 may-requite-him, 11 such-twin-kles, 12 many-queer-thing, 13 they-equalize-it, 14 will-vanquish, 15 a-queer-thing, 16 the-earth-quakes, 17 very-loquacious, 18 quoth-the-doctor, 19 quote-him, 20 your-dwelling, 21 bequeath-money. 50

8. Letter. (321-5:20.)

Toledo, Ohio, March 1,

Professor Edison,

Chicago, Ill.

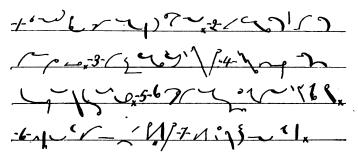
Dear-Sir:-

Replying to-yours of the-6th, I-think you-must-be²⁵ verymuch in error in-reference-to the-editor of-the Times. I-am sure he-has no-such ideas as-you seem to-suppose⁵⁰ judging from the-speech which-you delivered at the-jubilee dinner in Cincinnati, Ohio. I-know Mr. Watson, the-editor of-the Times, very well⁷⁵ and-call at-his office every day or two and-discuss with-him the-social topics of the-day. he-is always very-liberal¹⁰⁰ in-his-views he-thinks-it unwise to-give any-more-liberty to-the-press. He-is well-aware that usually no-danger would-arise¹²⁵ if the-press were given all the-liberty possible. At the-same time he-says that-it-is possible for some person who-has-no150 sympathy with oursystem of-laws to acquire the-ownership of-some large andinfluential city paper. In-this-day with the-press having so¹⁷⁵ wide an-influence, would-it be-wise, therefore, he-asks, to annul all-laws which in-any-manner lessen the-liberty-ofthe-press? Hence²⁰⁰ he-thinks-that the-press is already sufficiently free for all-practical purposes. I-think Mr. Watson is right and-shall, as presiding officer of²²⁵ the-senate, veto the-bill now before that body in-case it-passes the-house and-comes before me. I-am sure that-when you²⁵⁰ think-this subject-over more thoroughly you-will agree-with Mr. Watson as-to the-proper course to-pursue. I-am aware it-is unlikely²⁷⁵ that any-such-dangers will-ever arise, yet it-is the-wise thing to-prepare for-all possible evils whichmay arise, and-which-are³⁰⁰ the-more-likely to-come if-we leave the-doors swinging wide to-them. I-am,

Very sincerely-yours,

James Irwin.321

9. Translation.



LESSON XXV.

REVIEW.

- I. QUESTIONS:
 - (1) Which curved letters are modified by the r-hook?
 - (2) Which of the curved letters with which the r-hook

is used have no other modifications except the addition of the r-hook?

- (3) In what way are ef, ve, ith and the modified, besides adding the hook, to indicate a following r?
- (4) In what way are em and en modified, besides adding the hook, to show a following r?
- (5) Are the letters ar, way, es, or ze ever modified with any initial hook?
- (6) Why is it necessary to shade or reverse some curved letters and not others when an **r-hook** is added?
 - (7) Does emp or ing ever have an initial hook?
 - (8) Name the triple-consonants.
 - (9) How are they formed?
- (10) With what strokes are the triple-consonants used?
- (11) Give five illustrations in which triple-consonants are used.
- (12) Can the triple-consonant principle be used with curved strokes?
- (13) Are there any words in which the combination schr may be used?
- (14) For what purpose is this combination of Shorthand characters used?
- (15) May the sez-circle ever be placed on the r-hook side of straight letters the same as the s-circle is in triple-consonants?
 - (16) In what class of words is the r-hook understood?
- (17) With which strokes do the triple-consonants most frequently occur?
 - (18) Describe the small w-hook?
 - (19) What letters are modified by it?
 - (20) In what way does it differ from the 1-hook?

- (21) May any vowel occur between a w-hook and the following stroke?
- (22) How is all danger of confusion avoided between the w-hook on em and en and the r-hook on these letters?
- (23) On what letters besides lay, ray, em and en may a w-hook be used?
 - (24) In what three ways do the two w-hooks differ?
- (25) On which side of the stroke is the large w-hook written?

EXERCISE 25.

2. List Words. (60—1:20.)

Energy banner fracas frock Virginia thrush tanner pressure nourish tuner Francis frankincense Andover machinery reverse scraper soaker scrub strap skirmish scratch stress strew discourage prescribe²⁵ scrawny striker screech secrecy suitor Edwin work William Welch win worker willingness wine warble Wilson wool wile wench worse wince quibble unworthy quip quiet Quaker⁵⁰ twill dwell liquid squeak squaw squeal bequeath loquacious exquisite twinkle.⁶⁰

√3. Wordsigns.

Withdraw, which-are, West-Virginia, very, (every,) universe, university, universal, myself, tell-us, truth, there, (their, they-are,) therefore, South-America, recollect, respect, respectable, (respectability,) remark, (remarkable, mere, Mr.,) proficient, (proficiency,) pleasure, (measure,) probable, (probably, probability,) proper, (property,) perhaps, sure, owner, overwhelm, near, (nor, honor,) neighborhood, New-Hampshire, North-America, from, forgive, surprise, express, suppress, secure, such-are, such-were, scripture, (describe,) as-it-were, America, belong, (belonged,) commercial, external, humor, honorable, more, (mercy,) manner, merciful, mortgage, must-have, satisfy, (satisfied,

satisfactory, satisfaction,) in-reply-to,, more-or-less, member-of-Congress, member-of-the-legislature, nowhere, weare, where, aware, when, while, (we-will,) well, awhile, with-me, (with-my,) with-him, (we-may,) with-whom, inquiry, (anywhere,) welcome, liberty-of-the-press, liberty-of-the-people, messenger, this-will, in-reference-to, influential, ownership, in-respect-to, behalf, Jesus-Christ, Lord-Jesus-Christ, just-had.

4. Phrases. (83—1:20.)

I A-rumor-came, 2 in-trouble, 3 in-favor, 4 numerous-things, 5 low-pressure, 6 nourish-him, 7 a-fisher, 8 with-much-energy, 9 a-spring-day, 10 more-money, 11 have-mercy,²⁵ 12 honor-all-people, 13 large-measure, 14 every-case, 15 give-them-honor, 16 express-the-case, 17 will-honor-them, 18 they-receive-more, 19 in-the-window, 20 in-the-river,⁵⁰ 21 beware-of-wine, 22 a-worthy-case, 23 a-worse-case, 24 he-is-aware, 25 he-is-worthy, 26 was-a-worker, 27 where-was-it, 28 any-one, 29 worth-much,⁷⁵ 30 many-quips, 31 quash-it, 32 require-such, 33 very-loquacious.⁸³

5. Letter. (321-5:20.)

Toledo, Ohio, March 1.

Professor Edison, Chicago, Ill.

Dear-Sir:

Replying to-yours of the-6th, I-think you-must-be²⁵ verymuch in error in-reference-to the-editor of-the Times. I-am sure he-has no-such ideas as-you seem to-suppose⁵⁰ judging from the-speech which-you delivered at the-jubilee dinner in Cincinnati, Ohio. I-know Mr. Watson, the-editor of-the Times, very well⁷⁵ and-call at-his office every day or two and-discuss with-him the-social topics of the-day. While he-is always very-liberal¹⁰⁰ in-his-views he-thinks-it unwise to-give any-more-liberty to-the-press. He-is well-aware

that usually no-danger would-arise125 if the-press were given all the-liberty possible. At the-same time he-says that-it-is possible for some person who-has-no¹⁵⁰ sympathy with oursystem of-laws to acquire the-ownership of-some large andinfluential city paper. In-this-day with the-press having so¹⁷⁵ wide an-influence, would-it be-wise, therefore, he-asks, to annul all-laws which in-any-manner lessen the-liberty-ofthe-press? Hence²⁰⁰ he-thinks-that the-press is already sufficiently free for all-practical purposes. I-think Mr. Watson is right and-shall, as presiding officer of225 the-senate, veto the-bill now before that body in-case it-passes the-house and-comes before me. I-am sure that-when you²⁵⁰ thinkthis subject-over more thoroughly you-will agree-with Mr. Watson as-to the-proper course to-pursue. I-am aware it-is unlikely²⁷⁵ that any-such-dangers will-ever it-is the-wise-thing to-prepare for-all possible evils whichmay arise, and which-are 300 the-more-likely to-come if-we leave the-doors swinging wide to-them. I-am,

Very sincerely-yours,

Tames Irwin.821

LESSON XXVI.

THE REL-HOOK AND LER-HOOK.

r. The sound of 1 very frequently follows the sound of m, n or r and usually coalesces very closely with it. In such cases the en, em or ray is modified by a large initial hook called the rel-hook to indicate that an 1 follows. This hook is several times larger than the w-hook on these letters.

- 2. Similar to this hook is a large initial hook on lay to indicate a following r. This is called the ler-hook.
- 3. The use of the rel-hook and ler-hook is shown in the following words:



- 4. These two hooks may be used when either a long or short vowel intervenes between the stroke and the 1 or r indicated by the rel-hook or the ler-hook. The 1 or r indicated is usually in the same syllable with the stroke, but not necessarily so. The characters mel and nel are not used in single syllable words or where they would be the only consonants in the word as kneel, nail, annual, mole. This of course, does not apply to their use as wordsigns.
- 5. These characters are spoken of as mel, nel, rel and ler.

EXERCISE 26.

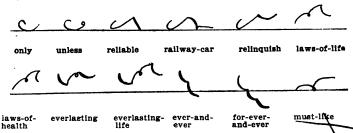
Using the rel-hook and the ler-hook write the following words:

6. List Words. (57—1:25.)

I Enroll, 2 relic, 3 rule, 4 final, 5 penal, 6 journal, 7 railway, 8 tunnel, 9 signal, 10 analyze, 11 female, 12 spinal, 13 relish, 14 chronology, 15 analogy, 16 barrel, 17 scholar, 18 polar, 19 secular, 20 choler, 21 jocular, 22 camel, 23 sentinel, 24 release, 25 penalty, 26 original, 27 Nelson, 28 millenium, 29 plural, 30 relate, 31 rural, 32 spiral, 33 temporal, 34 autumnal, 35 lurch, 36 larva, 37 larynx, 38 larceny, 39 larch, 40 signalize, 41 canal, 42 analagous, 43 Daniel, 44 kernel, 45 calomel, 46 malfeasance, 47 malefactor, 48 Malcolm, 49 animal, 50 pommel, 51 nominal, 52 realize, 53 realm, 54 rulable, 55 rolling, 56 color, 57 squirrel.

99

7. Wordsigns.



8. Phrases. (58—1:00.)

I Release-them, 2 their-penalty, 3 all-their-camels, 4 they-relate, 5 you-will-realize, 6 a-malefactor, 7 a-large-canal, 8 tell-the-colonel, 9 railway-track, 10 an-autumnal-day,²⁶ II the-king's-realm, 12 saw-a-signal, 13 the-original-canal, 14 very-many-colors, 15 a-jocular-fellow, 16 he-will-relate, 17 rolling-stock, 18 a-relic, 19 a-final-case,⁵⁰ 20 a-new-signal, 21 they-relish, 22 in-a-tunnel.⁵⁸

g. Letter. (200-3:20.)

Sandusky, Ohio, July 4,

Mr. Edgar Thomas, Jr., Denver, Colorado. Mv-Dear-Sir:—

I-am this-day in receipt of-your²⁵ final-notice. The-sum of-money which-you-will realize from the-business is, I-amsorry to say, very-much below what I-was⁵⁰ expecting. I-was sure that-you would secure enough to pay off all-that you are owing and-have enough besides to-set you up⁷⁵ in-business in Denver. Was-there a-fall in-prices, or what-was the-trouble? I-am unable now to see why your property should¹⁰⁰ sell for so-small a-sum unless there-was fear the-supply of-ore would soon give-out. I-scarcely think, however, that-this-is¹²⁵ the-cause. I-shall await with-much anx-

iety more details from-you. I-hope, however, that-you realize the-necessity of-keeping up your courage¹⁵⁰ notwith-standing your heavy-losses. I-know that-you-will comeout all-right in-time if-you-will-only keep up your courage. I-hope¹⁷⁵ to-have a-reply from-you inside of a-week with-details in-reference-to the-sale of-your property.

Very-truly-yours,

Jacob Nelson.200

10. Letter. (100-1:40.)

Minneapolis, Minn., May 9,

Sears, Roebuck & Co.,

Chicago, Ill.

Sirs:-

I-enclose eight dollars for which please ship me²; the-following by-express as-soon-as possible:

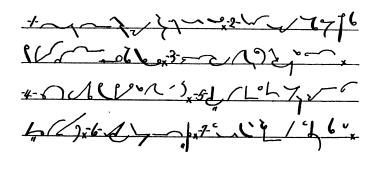
1 No. 6 baby cab	\$3.00
2 doz. No. 4 tooth brushes	2.2550
1 doz. 2 oz. tooth powder	2.25
1 pair No. 2 lady's scissors	.50
Total	\$8.00

I-shall look-for⁷⁵ these on Thursday. It-will-be necessary, therefore, for-you to ship them the-same day you-receive this message. I-am,

Yours-truly,

Amos Benson.100

11. Translation.



LESSON XXVII.

THE H-TICK.

r. The stroke hay when followed by kay, gay, em, lay, way or ar, does not form an angle that is easily or quickly made. In such cases, therefore, a tick is used to represent the aspirate h when it is followed by one of these letters. The tick made use of is like the last half of the sign for I. Like the wordsign for he, this tick when used for the aspirate before kay, gay, lay, em, way or ar must always be written with a downward stroke. Written thus it forms a distinct angle with the letter to which it is joined. This tick takes the position of the stroke to which it is joined. The following words will illustrate the use of the h-tick:



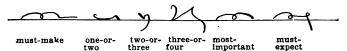
EXERCISE 27.

Using the h-tick write the following:

2. List Words. (36—:50.)

I Horse, 2 harp, 3 hark, 4 hem, 5 Hector, 6 harsh, 7 ham, 8 Hume, 9 hum, 10 wheel, 11 whip, 12 whack, 13 whistle, 14 wheedle, 15 whale, 16 whig, 17 hecatomb, 18 hoax, 19 hack, 20 horsewhip, 21 whipple, 22 Higley, 23 hook, 24 hug, 25 hame, 26 hare, 27 hale, 28 howl, 29 hill, 30 hickory, 31 harmony, 32 hymn, 33 whisper, 34 holiday, 35 hexagonal, 36 hymnal.

3. Wordsigns.



4. Phrases. (50-:45.)

I Many-horses, 2 a-new-harp, 3 a-long-time, 4 a-hectic-glow, 5 two-hames, 6 humming-noises, 7 in-harm's-way, 8 new-hymnal, 9 many-whales, 10 a-long-horsewhip,²⁵ II a-funny-hoax, 12 several-hacks-came, 13 no-harmony, 14 all-holidays, 15 several-hooks, 16 the-hill-top, 17 raise-a-howl, 18 take-the-money, 19 one-or-two-more.⁵⁰

5. Letter. (136-2:15.)

Wheeling, West-Virginia, July 6,

Messrs. Craig Bros.,

Syracuse, N.-Y.

Dear-Sirs:---

I-have your telegram to J. B. Hayes²⁵ and-hasten to reply. I-mail you to-day circular which-will give-you thesizes of all the-wheels I-make. I-hope that⁵⁰ my-prices, which-are very-low, will-induce-you to-give my new make of car wheels which I-design especially for heavy passenger

coaches⁷⁶ a-fair trial. I-am sure that-they-will bear up aswell and-wear as-long-as any-wheels now in-use. They have¹⁰⁰ an-exceedingly smooth bore, while the-dressing on the-outer rim is unusually true, thus-causing the-wheels torevolve very-smoothly on the-axle.¹²⁵

I-hope to-receive a-favorable reply.

·Yours-truly,

Michael Mechem. 186

6. Letter. (137-2:15.)

Newburg, New-York, March 10,

Cole Bros.,

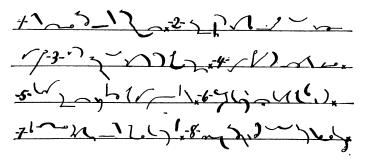
Sioux Falls, South Dakota.

Dear-Sirs:-

Replying to-your favor of March 8.25 We-are sorry to inform-you that-it-will-be impossible for us to ship-you any-of the-smaller sizes of shoes inside of two-weeks. Since the-fourth of the-month calls have come from jobbers for-several unusually large supplies, mostly of-children's shoes, hence our-stock of-small shoes is exceedingly low. We-will rush the-work on-these sizes and-hope to-help-you out in-time to-supply your out in-time to-supply your out in-time to-supply your out in-time to-supply your sizes and-we-will make a-rush job of the-special sizes you-must-have.

Thanking-you for-your favor, we-are,

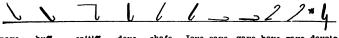
Yours-truly, Higley & Co.¹⁸⁷ 7. Translation.



LESSON XXVIII.

THE F-HOOK.

- r. The f-hook is a small final hook written upon the s-circle side of all straight letters. A letter thus modified indicates a following f or v. The context will in every case indicate whether f or v is meant. The letters modified by the f-hook are called pef, pev, bef, bev, tef, tev, etc.
- 2. Any vowel, diphthong or coalescent may intervene between a stroke and an f or v indicated by the f-hook.
 - 3. The f-hook is shown in the following words:

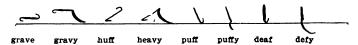


pave buff caitiff dove chafe Jove cave gave hove rave devote

4. When f or v follows a straight letter and comes before another consonant in the same word, the writer must use his own judgment whether to use the hook or the stroke for f or v, always selecting the one which forms the better

angle with what follows. In case each forms an equally good angle, preference should be given to the hook, as it is more quickly written. Usually, when medial, a hook, following one of the straight letters, makes fully as good an angle as the stroke and hence is the more frequently written.

- 5. As a rule the f-hook is used only for an f or v in the same syllable with the stroke upon which it is formed. When a better angle or a more easily formed outline may be made it is allowable to use the f-hook for an f or v in a following syllable, as in devote.
- 6. When an f or v is the last consonant in an outline and is followed by a sounded vowel, the stroke is used. If not followed by a sounded vowel, the f-hook is used as shown in the following words:



7. When an iss follows the f-hook it is written within the hook.

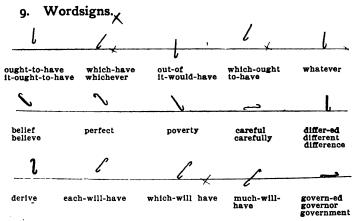
EXERCISE 28.

Using the **f-hook**, when proper, write the following words:

8. List Words. (60—1:35.)

I Cave, 2 grave, 3 rave, 4 dove, 5 glove, 6 grove, 7 pave, 8 gave, 9 traffic, 10 devote, 11 havoc, 12 graphic, 13 cough, 14 gravely, 15 bivφuac, 16 bluff, 17 brief, 18 chief, 19 cliff, 20 cuff, 21 chaff, 22 skiff, 23 behave, 24 reef, 25 David, 26 gruff, 27 groove, 28 cleave, 29 engrave, 30 reprove, 31 bereave, 32 hive, 33 hove, 34 deserve, 35 serve, 36 observe, 37 rove, 38 braves, 39 heaves, 40 cloves, 41 deafen, 42 lithograph, 43 surf, 44 province, 45 clef, 46 trough,

47 rough, 48 defense, 49 rive, 50 toughen, 51 Jove, 52 cavil, 53 graven, 54 strive, 55 drive, 56 above, 57 huff, 58 crave, 59 beef, 60 provincial.



10. Phrases. (72-1:10.)

I In-a-cave, 2 a-grave-case, 3 see-the-dove, 4 a-pretty-grove, 5 in-the-grove, 6 pave-the-way, 7 gave-money, 8 heavy-traffic, 9 has-a-cough,²⁵ 10 over-the-bluff, 11 brief-case, 12 a-new-cuff, 13 in-the-skiff, 14 on-the-reef, 15 drive-it-away, 16 the-hive, 17 he-will-engrave, 18 they-reprove-him,⁵⁰ 19 the-noise-deafens, 20 some-lithographs-came, 21 a-long-trough, 22 in-his-defense, 23 a-new-incentive, 24 strive-to-succeed, 25 each-will-have-enough.⁷²

11. Letter. (257-4:15.)

Savannah, Georgia, Nov. 28,

Miss Jessie Ladue,

Dallas, Texas.

Dear Miss Ladue:-

Replying to-yours of a-week ago Saturday²⁵ I-mail you to-day a-circular which-will inform-you when our-term

closes. The-new law, in-reference-to the-length of-terms⁵⁰ at schools of-our class, goes-into effect at the-close of-this year.

As-soon-as you decide what work you-will take up⁷⁶ writeme fully and-I-will take-pleasure in-having everything ready-for-you when-you-come.

Our school is very thorough in every course. We give especial drill in-piano and-vocal music. We also have an-unusually capable teacher for the-harp. Our large choral-class of eighty ladies gives ample drill in-vocal-work.

Our scholars, as-a-rule, have-no-difficulty in securing all the-pupils it-is possible for-them¹⁵⁰ to teach as-soon-as they locate and-people come to know from what school they have a-diploma. If-you-will take our course¹⁷⁵ and-do the-work thoroughly, you-will-have every-reason to-look for-success.

I-shall expect to hear from-you fully a-week or²⁰⁰ more in-advance of-your leaving home for Savannah.

When-you arrive in-this city, take a-hack and-tell thedriver to take-you²²⁵ to-my home where you-will-be welcome to-stay until you-are ready to-move into the-quarters which we shall engage for-you²⁵⁰ in-advance.

Very sincerely-yours,

Orville Matteson.257

LESSON XXIX.

THE N-HOOK, SEC. I.

- r. The sound of n is, in certain cases, indicated by a small final hook called the n-hook. It is similar to the f-hook. This hook is used on all straight letters. It is written opposite the s-circle side. The straight letters with the n-hook modification are called pen, ben, ten, den, ken, gen, etc. This hook may be used for an n when it follows a straight stroke immediately or when a long or short vowel, diphthong or coalescent intervenes. A medial n following a straight letter may be represented by an n-hook even though it may be in the syllable following the stroke which the n-hook modifies, as in denote.
- 2. The use of the **n-hook** on straight letters is illustrated by the following words:



pain bone drain train jean cone gain rain hen denote

- 3. The rules governing the use of the n-hook on straight strokes are as follows:
- (1) A medial **n** following a straight letter is represented by the **n-hook** unless the stroke **en** may be more quickly or easily written.
- (2) When it is the last consonant in a word, an n following a straight letter is represented by the n-hook, if it is the last letter in the word, or is followed by a silent vowel, as in drain and cone.
- (3) When n is the last consonant in a word and a sounded vowel follows, the stroke en is used, as in tiny and deny.
 - (4) The n-hook may be indicated by placing an s-circle

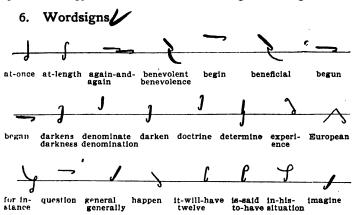
or a sez-circle on the n-hook side of straight letters as in cadence.

4. The application of these rules is shown in the following illustrations:



5. List Words. (62—1:40.)

I Pain, 2 bin, 3 town, 4 down, 5 satin, 6 deepen, 7 cane, 8 chaplain, 9 grain, 10 boon, 11 kine, 12 plain, 13 blown, 14 plan, 15 glean, 16 clean, 17 clan, 18 cone, 19 gin, 20 decline, 21 pagan, 22 candy, 23 dandy, 24 denote, 25 taken, 26 Logan, 27 strain, 28 sudden, 29 legion, 30 kitchen, 31 beacon, 32 unclean, 33 shaken, 34 pinch, 35 punch, 36 gainer, 37 glance, 38 bunch, 39 guns, 40 dines, 41 gains, 42 dunes, 43 chance, 44 chains, 45 joins, 46 quince, 47 trance, 48 bounce, 49 bones, 50 curtain, 51 twins, 52 spleen, 53 obtain, 54 pretense, 55 prudence, 56 retains, 57 Hortense, 58 disdain, 59 residence, 60 brown, 61 green, 62 greens.





7. Phrases. (59—1:00.)

I Come-at-once, 2 at-length-it-came, 3 he-is-benevolent, 4 begin-it, 5 it-was-begun, 6 the-day-darkens, 7 such-doctrine, 8 will-determine, 9 the-people's-government,²⁵ Io when-it-happens, II he-will-imagine, I2 both-must-come, I3 you-must-give-up, I4 a-magnificent-day, I5 how-many-dances, I6 he-can-come, I7 a-large-cone,⁵⁰ I8 take-his-chances, I9 a-mere-pretense, 20 took-a-quince.⁵⁹

8. Letter. (125-2:00.)

Adams, Massachusetts, April 6,

Mrs. Lillie Miley, Decatur, Ill.

Dear Mrs. Miley:—

Replying to-your questions in-reference-to-the Ladies'25 Aid Society branches. It-is-impossible for me to-give-you any help. Since I-have-never been a-member I-know nothing whatever of the-society's plan of-work. I-think-that if-you-would write Mrs. Ella Beach, of Denver, Colorado, you-will obtain answers to all-your to questions and-from a-source that-is-reliable as Mrs. Beach is one-of the-chief workers in-this society. I-am sorry that-my inability to answer-your questions will-make-it necessary for-you to wait until-you-can hear from Mrs. Beach.

Very-truly-yours,

Jennie Bolton.125

g. Letter. (134-2:10.)

Clear Lake, Iowa, June 8,

Mr. Shelby Dixon, Earlville, Mo. My-Dear-Sir:—

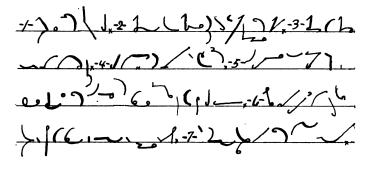
I-see from-your advertisement in-the Earlville25 Globe,

that-you have-for sale a-number of-heavy work-horses. I-expect soon to-begin work upon a-railroad job near Earl-ville. As⁵⁰ I-now have but-one-team, it-will-be necessary for-me to purchase several-more. If I-can secure-them in Missouri as cheaply⁷⁶ as-they may-be had here, I-would much prefer to buy-them there and-thus save the-expense of shipping-them from this city.¹⁰⁰ Will-you, therefore, please to-write-me at-once and-give age, weight and-prices which-you ask for-your heavy teams? Your early reply¹²⁵ will-be an-especial favor.

Very-truly,

Enos Jackson. 184

10. Translation.



LESSON XXX.

REVIEW.

I. QUESTIONS:

(1) What sound, when it follows en, em and ray, is sometimes indicated by a large initial hook?

- (2) How does this hook compare in size with the w-hook on these letters?
 - (3) What is this hook called?
 - (4) Give five words showing use of this hook.
- (5) What vowels may occur between em, en and ray and the following 1 indicated by the rel-hook?
 - (6) What large hook is used on lay?
 - (7) What is this hook called?
 - (8) Give three words in which this hook is used.
- (9) By what names are the strokes modified by these hooks called?
- (10) Name the letters with which hay does not make a distinct and easily formed angle?
- (II) When the aspirate sound of h precedes these letters by what character is it represented?
 - (12) How is this character written?
- (13) In what direction must this tick for h always be written?
 - (14) Give five words illustrating the use of this tick.
- (15) What sounds are represented by a small final hook on the **s-circle** side of straight letters?
- (16) Is this hook merely a modification of the stroke or does it stand for the letter itself?
- (17) What vowels may intervene between a straight letter and a following f or v represented by the f-hook?
- (18) Is it ever allowable to use the f-hook to indicate an f or v in a syllable following that which contains the stroke modified by the f-hook?
- (19) When f or v comes between a straight letter and a following stroke in the same word, when should the hook and when should the stroke be used?
 - (20) When an f or v is the last consonant in a word

when should the stroke and when should the hook be used?

- (21) Give three words where f is the last consonant and the hook should be used.
- (22) Give three words where f is the last consonant and the stroke should be used.
- (23) Give three words where v is the last consonant and the hook should be used.
- (24) Give three words where v is the last consonant and the stroke should be used.
- (25) What hook, similar to the f-hook, is used at the end of straight letters, but on the side opposite the f-hook?
- (26) What vowels may occur between a stroke and a following n-hook?
- (27) May the **n-hook** ever be used to represent an **n** in a syllable following the one containing the stroke modified by the **n-hook?**
- (28) When n comes between two strokes in a word, when should the n-hook and when should the stroke en be used?
- (29) When **n** is the last consonant in a word when should the stroke and when should the hook be used?
- (30) What is the effect of placing the s-circle or sez-circle on the n-hook side of straight letters?
- (31) Give five words in which the s-circle or sez-circle is used on the n-hook side of straight letters.

EXERCISE 30.

2. List Words. (58—1:30.)

Journal railway analyze chronology barrel secular jocular penalty Nelson millenium plural relate larynx Daniel Malcolm rolling whistle wheedle hecatomb whipple Higley howl harmony holiday hexagonal²⁵ graphic cough David groove

deserve braves heaves lithograph clef trough defense toughen cavil crave provincial satin blown decline pagan denote taken strain legion gainer glance⁵⁰ chance joins quince trapee Hortense residence brown greens.⁵⁸

✓ 3. Wordsigns.

Only, unless, reliable, railway-car, relinquish, laws-of-life, laws-of-health, everlasting, everlasting-life, ever-and-ever, for-ever-and-ever, must-like, must-make, one-or-two, twoor-three, three-or-four, most-important, must-expect, oughtto-have, (it-ought-to-have,) which-have (whichever,) outof, (it-would-have,) which-ought-to-have, whatever, belief, (believe,) perfect, poverty, careful, (carefully,) differ, (differed, different, difference,) derive, each-will-have, whichwill-have, much-will-have, govern, (governed, governor, government,) at-once, at-length, again-and-again, benevolent, (benevolence,) begin, beneficial, begun, began, darkens, (darkness,) denominate, (denomination,) darken, doctrine, determine, experience, European, for-instance, question, general, (generally,) it-will-have, (twelve,) is-said-to-have, inhis-situation, imagine, must-do, must-come, must-give, morethan, magnificent, (magnificence,) Northwestern.

4. Phrases. (90 1:30.) . 21-27-28-29

Release-them, their-camels, they-relate, you-will-realize, autumnal-day, the-king's-realm, many-horses, two-hames, humming-noises, in-harm's-way, several-hacks²⁶ all-holidays, the-hill-top, raise-a-howl, pave-the-way, heavy-traffic, on-the-reef, in-the-hive, some-lithographs-came, a-long-trough⁵⁰ a-new-incentive, strive-to-succeed, each-will-have-enough, come-at-once, at-length-it-came, he-is-benevolent, the-day-darkens, will-determine,⁷⁵ he-will-imagine, a-magnificent-day, take-his-chances, a-mere-pretense, took-a-quince.⁹⁰

5. Letter. (100-1:40.)

Minneapolis, Minn., May 9,

Sears, Roebuck & Co., Chicago, Ill.

Sirs:-

I-enclose eight dollars for which please ship me²⁵ the-following by-express as-soon-as possible:

I No. 6 baby cab	
2 doz. No. 4 tooth brushes	2.2550
I doz. 2 oz. tooth powder	2.25
1 pair No. 2 lady's scissors	.50
 .	

I-shall look-for⁷⁵ these on Thursday. It-will-be necessary, therefore, for-you to ship them the-same day you-receive this message. I-am,

Yours-truly,

Amos Benson.100

6. Letter. (137-2:15.)

Newburgh, New-York, March 10,

Cole Bros., Sioux Falls, South Dakota.

Dear-Sirs:-

Replying to-your favor of March 8.25 We-are sorry to inform-you that-it-will-be impossible for us to ship-you any-of the-smaller sizes of shoes inside of two-weeks. Since the-fourth of the-month calls have come from jobbers for-several unusually large supplies, mostly of-children's shoes, hence our-stock of-small shoes is exceedingly low. We-will rush the-work on-these sizes and-hope to-help-you out in-time to-supply your ocustomers. Please inform us what sizes you-require right-away and-we-will make a-rush job of the-special sizes you-must-have. 125

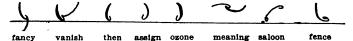
Thanking-you for-your favor, we-are, Yours-truly,

Higley & Co.187

//LESSON XXXI.

THE N-HOOK, SEC. II.

- 1. In addition to the straight letters, the n-hook is also used on all the curved letters, excepting zhe, way, yea and ing. With the curved letters the n-hook is necessarily written within the curve, the only side of curved letters upon which a hook may be easily and quickly formed.
- 2. The curved letters with the n-hook modification are designated as fen, ven, men, nen, etc.
- 3. When an s-circle follows an n-hook on a curved letter the circle must be written within the hook, as in fence, illustrated below.
- 4. The use of the n-hook is shown in the following words:



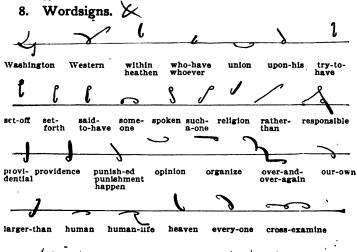
- 5. When n occurs in an outline between two consonant strokes, either straight or curved, and the preceding is one to which an n-hook may be attached, the hook is used in all cases excepting where its use will not give an easily or quickly formed outline or distinct angle with what follows. In the word finch, for example, the stroke en is used. Though requiring a longer outline, it is more quickly and easily written than if the n-hook were used on the stroke ef. Likewise in nonsense the n-hook should not be used.
- 6. The rules governing the use of an n-hook and the stroke en in words where n is the last consonant, and also the use of the n-hook to occasionally represent a medial n in a syllable following the stroke modified by an n-hook are the same for curved letters as those given in the pre-

ceding lesson for the use of the **n-hook** on straight letters except that an **n-hook** cannot be indicated on the curved strokes, as is done on the straight letters, by putting the **s-circle** on the **n-hook** side.

EXERCISE 31.

7. List Words. (60—1:20.)

I Famine, 2 vain, 3 main, 4 fine, 5 ransom, 6 dining, 7 renown, 8 venom, 9 sunshine, 10 vanish, 11 finish, 12 van, 13 bean, 14 noun, 15 moon, 16 thinness, 17 leaner, 18 nunnery, 19 fencing, 20 lance, 21 earn, 22 finance, 23 lining, 24 ravine, 25 earthen, 26 machine, 27 Michigan, 28 Monday, 29 workman, 30 raven, 31 bench, 32 French, 33 almanac, 34 infancy, 35 noon, 36 examine, 37 violin, 38 Nathan, 39 dominion, 40 throne, 41 muslin, 42 lonesome, 43 Spanish, 44 specimen, 45 malign, 46 minute, 47 leaven, 48 lunch, 49 learn, 50 permanence, 51 Roman, 52 Benjamin, 53 dispense, 54 dense, 55 resistance, 56 leans, 57 omen, 58 clemency, 59 chances, 60 finances.



9. Phrases. (57-1:00.)

I A-heathen, 2 within-hearing, 3 encroach-upon-his, 4 whatever-came, 5 will-try-to-have, 6 twelve-cases, 7 in-his-religion, 8 rather-than-say-so, 9 a-responsible-man, 25 10 he-will-never-punish, 11 in-his-own-opinion, 12 they-may-organize, 13 they-may-come-back, 14 larger-than-ever, 15 he-will-cross-examine, 16 he-was-human, 50 17 every-one-saw-him, 18 in-heaven-above. 57

10. Letter. (160-2:40.)

"When-you write to-your cousin in Kansas be-sure to-tell-him to-take up the-study of-this very-brief way of-taking²⁵ down what a-person says. I-know that-he-would enjoy the-study and-if-he learns the-subject very thoroughly it-will-be possible⁵⁰ for-him to-earn fully twice as-much-as he-is receiving as a-book-keeper where he-is-now at-work. Young-people who know⁷⁵ how to-keep books and-also know how to-run a-writing machine and-do amanuensis work are always sure of-plenty to-do at¹⁰⁰ a-large salary. It-will please-me to learn that-it-is possible for-you to persuade him to-take up the-study of-this¹²⁵ new subject. If-he becomes a-pupil at-our school we-will do-everything possible to assist him to-make a-success of-the-study.¹⁵⁰ I-believe he-will have-no-difficulty in-doing so."¹⁶⁰

11. Letter. (130—2:10.)

Akron, Ohio, July 7,

Mr. John Robinson, Jackson, Michigan. My-Dear-Sir:—

Since-thinking over what you said to-me Tuesday²⁵ I-wrote to-my cousin James in Salina, Kansas, giving him the-substance of-your remarks. I-am very-sure it-will impress-him favorably.⁵⁰ As-soon-as he-has-had sufficient time to-think the-subject over you-will very-likely hear-

from-him as-he-is exceedingly anxious⁷⁵ to-make some change looking to an-increase in salary. He believes that-he-is capable of-earning more and-is willing to-do whatever¹⁰⁰ may-be necessary to-prepare for a-place that-will bring-him a-larger income. I-am very-sure you-will hear-from-him soon.¹²⁵

Very sincerely-yours,

James Webb. 180

12. Translation.

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LESSON XXXII.

THE INITIAL N-HOOK.

1. When n is the first consonant in a word and it is immediately followed by one of the triple consonants, issem or iss-lay and in a few other instances, as iss-fer, in insufferable, the stroke en does not form a good angle or is not easily joined to what follows. In such cases, what is called the initial n-hook is made use of. This is a small initial hook, about half the size of the s-circle, made just before and on the opposite side of the stroke from the

s-circle which it always precedes. The words in which it is necessary to apply this principle are not very numerous. The student should, however, thoroughly familiarize himself with this hook in order that he may write it without hesitation in the few instances in which it is necessary to use it. The use of the initial-n-hook is shown in the following words:



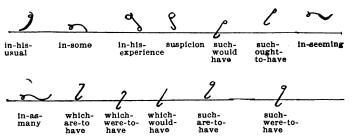
2. When a word begins with an initial-n-hook, it is never phrased with a preceding word.

EXERCISE 32.

3. List Words. (31—:50.)

I Enslave, 2 insoluble, 3 inscribe, 4 enslaving, 5 nasturtium, 6 insuperable, 7 inscribing, 8 unscrupulous, 9 insole, 10 insufferable, 11 enslaver, 12 unscrupulousness, 13 unscrew, 14 unseal, 15 unsealing, 16 unscrupulously, 17 insoling, 18 unscrewing, 19 unsalable, 20 unsparing, 21 unsparingly, 22 insoles, 23 insolvency, 24 unsolvable, 25 insomnia, 26 insolence, 27 insolidity, 28 enslavable, 29 unseemly, 30 unseemliness, 31 ensilage.

4. Wordsigns



5. Phrases. (61—1:00.)

I In-his-usual-way, 2 in-his-usual-manner, 3 in-some-manner, 4 in-some-way, 5 in-some-cases, 6 such-would-have-come, 7 unseal-it, 8 enslave-them²⁵ 9 in-some-difficulty, 10 unseemly-doings, 11 inscribe-his-name, 12 unseal-many-cases, 13 unsealing-the-stock, 14 insolence-of-the-man, 15 unseemly-appearance, 16 unscrew-the-case, 17 insoluble-substance,⁵⁰ 18 ensilage-cases, 19 inscribing-a-name, 20 enslave-many-people, 21 insoles-may-come.⁶¹

6. Letter. (155-2:30.)

Kalamazoo, Mich., June 21,

Messrs. Thompson Bros., Lincoln, Neb.

Sirs:-

We-take the-liberty to-write-you in-reference-to²⁵ J. K. Southworth, of Lincoln. He-asks us to ship him a-ton of our twine on thirty days'-time. It-is impossible for us⁵⁰ to learn of-his financial rating from any-of the-commercial firms with-which we-have dealings. We therefore write you. We would like⁷⁵ very-much to-sell this-quantity of-stock to Mr. Southworth, but feel that-we should-have some-assurance that-he-is able and-would¹⁰⁰ be-likely to pay for-same as-soon-as it becomes due. Your early reply, with the-knowledge you surely have of-his rating, will¹²⁵ help us out-of our-difficulty. We-thank-you in-advance for the-favor we-are sure to-receive from-you. We-are,

Yours-truly,150

William Belden & Son.155

7. Letter. (136-2:15.)

Lincoln, Neb., June 24,

William Belden & Son, Kalamazoo, Mich.

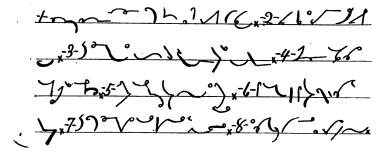
Dear-Sirs:-

Replying to-your favor of June 21.25 Will say that-we

know Mr. J. K. Southworth very well. We-are doing-business with-him every few-days so-that we know something of-his-financial ability. We-believe you-will run no risk whatever in-shipping Mr. Southworth the-stock of twine which he desires, and-on the-terms he-proposes. It-is-our opinion that-when the-thirty days are up you-will receive-the-cash for-your stock. It-is a-pleasure for us to-do-you this favor for-we know Mr. Southworth is worthy of the-high financial rating which we-are sure you-will now give him. We-are,

Sincerely-yours,
Thompson Bros. 186

8. Translation.



LESSON XXXIII.

THE SHUN-HOOK.

1. The syllables represented by tion, sion, cion and sometimes cian, usually coming at the end of words and

always at the end of syllables, are represented by a large final hook called the shun-hook. This hook is used on both straight and curved letters. Like all hooks with the curved letters it is written within the curve. With the straight letters it is written on the s-circle side. The shun-hook may be used when either a long or short vowel, diphthong or coalescent comes between the hook and the preceding stroke. Care should be taken not to confuse it with the f or n-hook. When the s-circle follows the shun-hook it should be written within the hook. The use of the shun-hook is shown as follows:



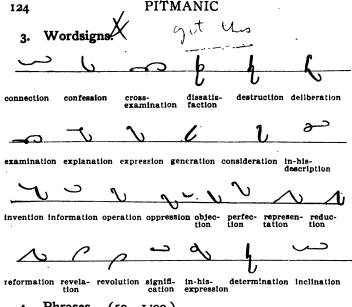
petition revisions exceptional violation impression education lotion

EXERCISE 33.

Using the shun-hook write:

2. List Words. (60—1:25.)

I Nation, 2 relation, 3 animation, 4 portion, 5 dissension, 6 emigration, 7 invocation, 8 intimation, 9 exception, 10 occupation, 11 allusion, 12 probation, 13 option, 14 caution, 15 logician, 16 diction, 17 reaction, 18 station, 19 sedition, 20 section, 21 fiction, 22 legation, 23 passionate, 24 rational, 25 dictionary, 26 sectional, 27 occupations, 28 locations, 29 implications, 30 adoption, 31 dissolution, 32 submission, 33 mission, 34 ammunition, 35 creation, 36 dimension, 37 restoration, 38 division, 39 evolution, 40 progression, 41 inflammation, 42 prevention, 43 isolation, 44 nutrition, 45 assertion, 46 attention, 47 plantation, 48 definition, 49 induction, 50 elevation, 51 execution, 52 rejection, 53 reputation, 54 omission, 55 edition, 56 digression, 57 invasion, 58 emulation, 59 persecution, 60 erection,



4. Phrases. (59—1:00.)

I In-this-connection, 2 hear-his-motion, 3 a-long-crossexamination, 4 in-his-generation, 5 a-terrible-revelation, 6 in-his-inclination, 7 secure-his-invention, 8 make-some-reduction,25 g will-make-objection, 10 the-wrong-dimension, 11 no-signification, 12 make-no-admission, 13 take-no-action, 14 on-the-occasion, 15 give-you-attention, 16 an-elevation, 17 a-poor-representation,⁵⁰ 18 in-your-mission, 19 in-thatsection, 20 a-new-dictionary.59

5. Letter. (130-2:10.)

Franklin, Kansas, Feb. 11.

Ferry & Co.,

Wayne, Michigan.

Sirs:—

Your Mr. Nichols was-in-this city a-week ago²⁵ and-Igave-him notice that I-must-have a-much-larger supply ofseed than I-had a-year-ago. I-spoke to-him⁵⁰ in-reference-to the-extras to ship with the-usual supply. I-now see that-it-will-be necessary for-me to increase the-supply⁷⁵ very largely, therfore please delay shipping until-you hear from me again at which time I-will enumerate all the-supplies I-can use¹⁰⁰ this-year. I-hope this-will reach-you in-plenty of-time, that-is, before-you ship the-seed for-which-you already have instructions.¹²⁵

Yours very-truly,

Thomas Kane. 130

6. Letter. (75—1:15.)

Des Moines, Iowa, March 1,

William Ball,

Delhi Mills, Michigan.

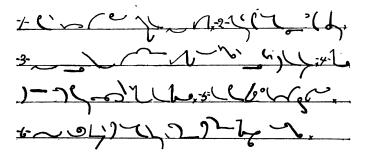
My-Dear-Sir:-

Will-you please mail to my address²⁵ at-once whatever circulars you-may have giving a-description of-your fine wool sheep? I-am expecting to purchase a-large number of-that⁵⁰ variety of sheep this spring. If-your sheep are such and-the-price reasonably low, you-will hear-from-me again soon.

Yours,

Samuel Ellsworth.75

7. Translation.

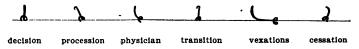


LESSON XXXIV.

THE S-SHUN-HOOK.

1. When the syllable represented by the shun-hook is preceded by the sound of s or z, it would be necessary to use the stroke es or ze, if the usual form of the shun-hook were used. By making use of what is called the s-shunhook it is possible to use the circle iss for s or z and also use a hook to represent the syllables tion, cion, sion, etc. This hook is formed, after writing the s-circle, by crossing the stroke to which the s-circle is joined and forming a small hook half the size of the s-circle on the opposite side. When an s or z follows the s-shun-hook it is represented by an s-circle written within this hook. This hook is used only for a final shun in a word and is never joined to a following character except an s-circle, as shown in the word vexations, except in a few words like sensational and suppositional. The s-shun-hook may be written on the s-circle side when the circle preceding is written on the n-hook side of straight letters to indicate an n.

The use of the **s-shun-hook** is illustrated in the following words:



EXERCISE 34.

2. List Words. (30-:50.)

I Position, 2 proposition, 3 decision, 4 possession, 5 incision, 6 pulsation, 7 exposition, 8 deposition, 9 vexation, 10 succession, 11 acquisition, 12 cessation, 13 imposition, 14 supposition, 15 disposition, 16 procession, 17 positions,

18 transitions, 19 expositions, 20 sensation, 21 propositions, 22 decisions, 23 physicians, 24 pulsations, 25 depositions, 26 acquisitions, 27 sensations, 28 causation, 29 musician, 30 suppositions.

3. Wordsigns.



4. Phrases. (57-:55.)

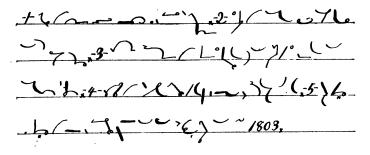
In-his-position, 2 they-sanction, 3 what-does-it-signify, 4 a-new-action, 5 a-wrong-decision, 6 cause-vexation, 7 many-vexations, 8 such-a-supposition, 9 saw-many-expositions, 25 10 the-new-physician, 11 like-his-disposition, 12 a-miserable-sensation, 13 he-was-a-musician, 14 on-that-supposition, 15 gave-many-decisions, 16 will-take-his-position, 17 several-positions, 50 18 it-was-an-imposition, 19 a-peculiar-decision. 57

5. Letter. (163-2:35.)

"When the-pupil has come to-this lesson he or she should-feel that-this subject is really very-much easier than he-had expected25 when-he-began. All-that-is really necessary for any-boy or girl with the-average capacity is-a-determination to-keep at the-study50 and-he-will succeed in-due time. Too-many beginners seem to-overlook the-special-importance of learning every principle thoroughly. Especially is-this true75 in-the-very beginning of the-study of-this important subject. It-is too often the-case that the-pupil desires to-go ahead before100 he-has given nearly enough time to and-careful study of the-early lessons of-this-book. Everything which follows these early lessons embodies,125 in-some-way or-other, the-use of the-simple characters which-are-given in the-early lessons of the-book. If-you study them150 very

thoroughly you-will in-time derive much advantage from having done-so."163

6. Translation.



LESSON XXXV.

REVIEW.

- i. Questions:
 - (1) On which curved letters is the n-hook used?
- (2) Where is the **s-circle** written when it follows an **n-hook** upon a curved letter?
 - (3) What is the initial-n-hook?
 - (4) When should this hook be used?
- (5) Before what combinations of consonants is this hook most frequently used?
 - (6) Is this hook of frequent use?
- (7) What final syllables are represented by a large final hook within curves and on the s-circle side of straight strokes?
- (8) May any vowel occur between a stroke and a following shun-hook?

- (9) Where is the s-circle written when it follows the shan-hook?
- (10) When an s-circle immediately precedes a syllable represented by a shun-hook, how is this hook written?
- (II) When an s follows a syllable represented by the s-shun-hook, how is the s written?

EXERCISE 35.

2. List Words. (47—1:10.)

Ransom sunshine van nunnery earthen machine Michigan workman raven French infancy enslave inscribe enslaver unscrupulous unseal inscribing unsparing insole insolvency insomnia enslavable unseemliness relation occupation²⁵ allusion reaction legation submission restoration elevation digression erection position possession vexation succession cessation supposition transitions expositions physicians pulsations depositions acquisitions sensations musician.⁴⁷

3. Wordsigns.

Washington, Western, within, (heathen.) who-have. (whoever,) union, upon-his, try-to-have, set-off, set-forth, said-to-have, some-one, spoken, such-a-one, religion, ratherthan, responsible, providential, providence, punish, (punished, punishment, happen,) opinion, organize, over-andover-again, our-own, larger-than, human, human-life, heaven, every-one, cross-examine, in-his-usual, in-some, inhis-experience, suspicion, such-would-have, such-ought-tohave, in-seeming, in-as-many, which-are-to-have, whichwere-to-have, which-would-have, such-are-to-have, suchwere-to-have, connection, confession, cross-examination. dissatisfaction, destruction. deliberation. examination. explanation, expression, generation. consideration. in-his-description. invention. information. operation. oppression, objection, perfection, representation, reduction, reformation, revelation, revolution, signification, in-his-expression, determination, inclination, circumstances-of-the-case, in-response-to, just-what, just-been, just-come.

4. Phrases. (126-2:00.)

Encroach-upon-his rather-than-say-so he-will-never-punish in-his-own-opinion they-may-come-back he-was-human in-heaven-above²⁵ in-his-usual-way in-some-manner in-someway enslave-them unsealing-the-stock unseemly-appearance insolence-of-the-man insoluble-substance ensilage-cases50 inscribing-a-name insoles-may-come in-connection a-longwill-make-objection wrong-dimension cross-examination no-signification make-no-admission take-no-action⁷⁵ on-theoccasion give-you-attention an-elevation a-poor-representation in-your-mission in-that-section a-new-dictionary in-hisposition they-sanction¹⁰⁰ what-does-it-signify many-vexations such-a-supposition a-miserable-sensation he-was-a-musician gave-many-decisions will-take-a-position a-peculiardecision.126

5. Letter. (160-2:40.)

"When-you write to-your cousin in Kansas be-sure to-tell-him to-take up the-study of-this very-brief way of-taking²⁵ down what a-person says. I-know that-he-would enjoy the-study and-if-he learns the-subject very thoroughly it-will-be possible⁵⁰ for-him to-earn fully twice as-much-as he-is receiving as a-book-keeper where he-is-now at-work. Young-people who know⁷⁵ how to-keep books and-also know how to-run a-writing machine and-do amanuensis work are always sure of-plenty to-do at¹⁰⁰ a-large salary. It-will please-me to learn that-it-is possible for-you to persuade him to-take up the-study of-this¹²⁵ new subject. If-he becomes a-pupil at-our school we-will do-everything possible to assist him to-make a-success of-the-study.¹⁵⁰ I-believe he-will have-no-difficulty in-doing so."¹⁰⁰

6. Letter. (136-2:15.)

Lincoln, Neb., June 24,

William Belden & Son,

Kalamazoo, Mich.

Dear-Sirs:-

Replying to-your favor of June 21.²⁵ Will say that-we know Mr. J. K. Southworth very well. We-are doing-business with-him every few-days so-that we know something⁵⁰ of-his-financial ability. We-believe you-will run no risk whatever in-shipping Mr. Southworth the-stock of twine which he desires, and-on⁷⁵ the-terms he-proposes. It-is-our opinion that-when the-thirty days are up you-will receive-the-cash for-your stock. It-is¹⁰⁰ a-pleasure for us to-do-you this favor for-we know Mr. Southworth is worthy of the-high financial rating which we-are sure¹²⁵ you-will now give him. We-are,

Sincerely-yours,

Thompson Bros. 186

7. Letter. (75—1:15.)

Des Moines, Iowa, March 1,

William Ball,

Delhi Mills, Michigan.

My-Dear-Sir:-

Will-you please mail to my address²⁵ at-once whatever circulars you-may have giving a-description of-your fine wool sheep? I-am expecting to purchase a-large number of-that⁵⁰ variety of sheep this spring. If-your sheep are such and-the-price reasonably low, you-will hear-from-me again soon.

Yours,

Samuel Ellsworth.75

8. Letter. (163-2:35.)

"When the-pupil has come to-this lesson he or she should-feel that-this subject is really very-much easier than he-had

expected²⁵ when-he-began. All-that-is really necessary for any-boy or girl with the-average capacity is-a-determination to-keep at the-study⁵⁰ and-he-will succeed in-due time. Too-many beginners seem to-overlook the-special-importance of learning every principle thoroughly. Especially is-this true⁷⁵ in-the-very beginning of the-study of-this important subject. It-is too often the-case that the-pupil desires to-go ahead before¹⁰⁰ he-has given nearly enough time to and-careful study of the-early lessons of-this-book. Everything which follows these early lessons embodies,¹²⁵ in-some-way or-other, the-use of the-simple characters which-are-given in the-early lessons of the-book. If-you study them¹⁵⁰ very thoroughly you-will in-time derive much advantage from having done-so."¹⁶³

LESSON XXXVI.

THE TIV-HOOK.

r. A large final hook called the tiv-hook, written only the n-hook side of straight letters, represents the frequently occurring combination tv, as in active, captive, talkative. A long or short vowel or diphthong may intervene between the tiv-hook and the stroke to which it is joined.

2. This hook is, as a rule, used only when the sounds of the letters tv are in the same syllable. It is, however, sometimes allowable to use the tiv-hook for a t in a syllable preceding the one in which the v occurs. This is permissible where the two syllables closely mingle, as in active, divided thus, act-ive, but written kay-tiv. When an s follows the tiv-hook, it is written within the hook, as in operatives.

3. Care should be exercised to make this hook fully as large as the **shun-hook** in order to avoid its being confused with the **n-hook**.

The use of the tiv-hook is shown in the following words:

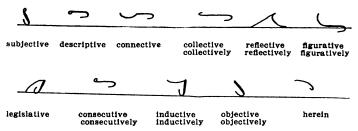


4. List Words. (30—:45.)

Using the tiv-hook write:

1 Dative, 2 detective, 3 active, 4 talkative, 5 activity, 6 operative, 7 adjective, 8 receptive, 9 receptively, 10 captivity, 11 expletive, 12 corrective, 13 ineffective, 14 fugitive, 15 indicative, 16 respectively, 17 creative, 18 elective, 19 executive, 20 imitative, 21 negative, 22 illustrative, 23 instructive, 24 negatives, 25 operatives, 26 prerogative, 27 curative, 28 protective, 29 detectives, 30 deceptive.

5. Wordsigns.



6. Phrases. (50-:45.)

I He-was-subjective, 2 a-descriptive-case, 3 collective-assembly, 4 was-reflective, 5 my-captivity, 6 legislative-affairs, 7 a-consecutive-case, 8 reason-is-inductive, 9 was-the-dative, 10 their-receptivity, 25 II a-new-adjective, 12 it-is-indicative, 13 creative-power, 14 executive-days,

15 elective-officers, 16 he-is-elective, 17 very-imitative, 18 in-his-active-way, 19 he-was-the-operative.⁵⁰

7. Letter. (94-1:30.)

Dayton, Ohio, May 7,

John Loomis, Milan, Mich.

My-Dear-Sir:—

On Friday I-delivered to the-express company six-cases²⁵ of paper. These-should have-been in Milan on Saturday. I-am-sure there is something wrong. The-delay is likely due to-carelessness of⁵⁰ the-express-men. I-presume it-will take several-days to-trace the-package. I-shall have the-company trace-it at-once. Should-you⁷⁵ fail to-receive the-stock within a-few days, be-sure to-write again.

Very-truly-yours,

Moore Brothers.94

8. Letter. (125-2:00.)

Tecumseh, Mich., May 11,

New Boston Hotel, Boston, Mass.

Dear-Sirs: —

When-I-was at-your Ocean Beach House near²⁵ Boston two-weeks ago I-came away in-a-hurry in-response-to a-telegram to-look up a-very-important-sale at-this place.⁵⁰ I-have-been too busy to-write-you before this. I-have-been fearful that you would begin to-think I-was trying to escape⁷⁵ my bill at-your house. I-hope the-check herein will relieve you of any-such feeling, if-you have-been harboring such an-idea.¹⁰⁰ I rather expect to-be with you-again in-a-few months. Please acknowledge receipt of the-check I-enclose.

Truly-yours,

Peter Cooper:125

9. Letter. (125-2:00.)

Chelsea, Mich., April 12,

Digby Harness Co., Chicago, Ill.

Sirs:—

Will-you please explain why I-fail to-receive²⁵ the-four sets of-carriage harness and-the-set of-heavy farm harness for-which I-gave you my check in-person when-in Chicago⁵⁰ on March 27? You said-that-you would-require but two-days to-have all of-them ready and-that you-would ship same⁷⁵ by-express. It-has-now been more-than two-weeks and-my customers are-in a-hurry for-them. I-shall lose all-five sales¹⁰⁰ unless the-harness reach-here within a-very few days. Please give this-your early attention. I-am,

Very-truly-yours,

Isaac Blake, Jr.125

o. Translation.

LESSON XXXVII.

THE ST-LOOP.

- r. The consonant sounds of st and zd very frequently occur at the beginning or end of a syllable without an intervening sounded vowel. In such cases the two are generally represented by elongating the s-circle, forming what is called the st-loop. It is the same width as the s-circle and about one-half the length of the stroke to which it is joined. Sometimes, though rarely, the st-loop is used to represent an s or z at the end of one syllable and a t or d at the beginning of the following syllable, as in gesticulation. When used on straight letters the st-loop is written on the s-circle side, except in cases where it is desired to indicate the n-hook by placing the loop on the n-hook side of straight letters, as in against. On curved letters the loop is written within the curve.
- 2. When an s or z follows the loop it is written across the stroke at the end of the st-loop, as in rests.
- 3. The st-loop is not used when st or zd occur at the end of the first or of a medial stroke and the balance of the word would require one to cross the stroke to which the st-loop is attached, and make a following stroke on the opposite side. For example, the word vestige is not written ve-st-jay, but rather ve-iss-te-jay. The reason for this is that in rapid writing the tendency would be to broaden the st-loop so much, if thus used, that it would be mistaken for a sez-circle and thus lead to confusion in reading. This tendency has in a measure been overcome by shortening the st-loop into an s-circle and forming Wordsigns for the more commonly occurring words where the st-loop would naturally come and would be followed by a stroke on the oppo-

site side. This is shown in such Wordsigns as mostly, postoffice, etc. The st-loop is not used when the t or d is the last consonant in a word and has a sounded vowel following it, as in tasty, written te-iss-te.

The use of the st-loop is shown by the following words:



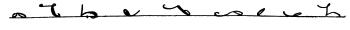
EXERCISE 37.

Using the st-loop write:

4. List Words. (58—1:15.)

I Best, 2 breast, 3 blast, 4 blasting, 5 cast, 6 crest, 7 dust, 8 fast, 9 infest, 10 feasting, 11 chaste, 12 roast, 13 ghost, 14 zest, 15 mist, 16 protest, 17 honest, 18 forced, 19 druggist, 20 forest, 21 justify, 22 investigation, 23 text, 24 vexed, 25 manifest, 26 chastised, 27 abused, 28 steel, 29 hosts, 30 mists, 31 raised, 32 staff, 33 utmost, 34 majestic, 35 elastic, 36 reposed, 37 danced, 38 advised, 39 professed, 40 destiny, 41 voiced, 42 pleased, 43 waste, 44 glazed, 45 accused, 46 perused, 47 foist, 48 west, 49 mast, 50 against, 51 proposed, 52 bounced, 53 noised, 54 yeast, 55 rejoiced, 56 boasting, 57 incrust, 58 statistics.

Wordsigns.



we-must six-or- tempta- stenography one-of one-of first next time stenographer the-best the-most time

6. Phrases. (62—1:00.)

I We-must-do, 2 take-one-or-two, 3 he-will-take-one-or-two, 4 two-or-three-cases, 5 six-or-seven-machines, 6 five-or-six-days,²⁵ 7 resist-the-temptation, 8 stenographic-work,

9 they-receive-money, 10 one-of-the-best-cases, 11 took-one-of-the-most, 12 he-has-just-come, 13 the-next-time, 50 14 must-expect-many-cases, 15 you-come-next, 16 he-was-accused, 17 they-rejoiced. 62

7. Letter. (177-3:00.)

Lansing, Mich., May 11,

Hon. Wm. McKinley, Executive Mansion, Washington, D. C.

My-Dear-Sir:

I-am in receipt of²⁵ information from Hon. J. C. Burroughs, member of-the U.-S. senate from this state, to the effect that the-petition in-favor of Thomas⁵⁰ Burke, as representative at Rome, has your approval. It-pleases me verymuch to hear-this for I-know-that Mr. Burke has ample ability⁷⁵ to fulfil the-duties of-such an-office. I-feel pleased at the-outcome of-my work for Mr. Burke, for, as-you well know,¹⁰⁰ I-was the-first one to propose his name for that-place. I-was very well-aware that if-your spare time would allow you¹²⁵ to-look-into the-question of Mr. Burke's qualifications for-the-place you-would have-no objection to selecting him for so-important a-station.¹⁵⁰ I-desire to-assure-you that-he-will do honor to the-high-position in-which you have placed him. I-am,

Sincerely-yours, Wm.¹⁷⁵ Alden Smith.¹⁷⁷

8. Letter. (121-2:00.)

Lexington, Ky., Nov. 22,

Col. James Otis, Nashville, Tenn. My-Dear-Colonel:—

I-have your favor of the-tenth. Your²⁵ plan to push vigorously the-petition in-favor of General Ashton for the-

office of U.-S. Marshal for the-next term has my-approval.⁵⁰ The-general deserves the-honor and-it-is-my sincere hope that both-members of the-senate from-your state will-do everything possible to⁷⁵ induce Mr. McKinley to-select Gen. Ashton. I-am at-your service if-there is anything I-can-do to-aid you in-his-behalf.¹⁰⁰ Be-sure to-write-me if-you see wherein I-can assist-you in-any-manner-whatever.

Sincerely-yours,

Thomas Eaton. 121

 \mathcal{L}_{g} . Translation.

LESSON XXXVIII.

THE STR-LOOP.

1. A loop the same length as the st-loop, but fully twice as wide at the center, is used to represent the consonants str and is called the str-loop. Usually all three of the sounds represented by the str-loop occur in one syllable, either at the beginning or end. However, s may occur at the end of one syllable and tr at the beginning of the next, as in register, or st may come at the end of one and r at

the beginning of the next, as in poster.

- 2. The str-loop is used on both straight and curved letters. If an s follows the str-loop it is represented by crossing the stroke at the end of the loop and writing an s-circle on the opposite side of the letter from the str-loop, as in ministers, shown below. If one of the endings tion, sion, or cion follows the str-loop, it is represented by crossing the stroke at the end of the str-loop and forming the s-shun-hook, as in demonstration, shown below.
- 3. The str-loop may be written on the n-hook side of straight letters to indicate an n as in the word punster.
- 4. Some teachers believe that the st-loop and the str-loop should not be used at the beginning of a stroke, as in the word stale, written st-loop-lay, or in strong, written str-loop-ing. It is claimed that it is awkward and retards one's speed to so use these loops. We cannot agree with this idea and recommend the use of these loops at the beginning as well as at the end of consonant strokes.
- 5. Care should be taken to form this loop fully twice as wide, or even wider, at the middle, than the st-loop so that it will not be confused with that loop.
- 6. The str-loop, like the st-loop, is not used if str are the last consonants in a word and a sounded vowel follows, as in pastry, written pe-iss-ter.

The use of the str-loop is shown in the following words:

boaster plaster ministers punster demonstration strength

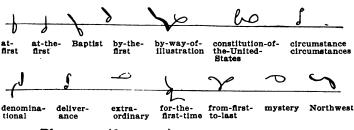
EXERCISE 38.

Using the str-loop write the following words:

7. List Words. (45—1:00.)

1 Master, 2 faster, 3 luster, 4 roaster, 5 bluster, 6 duster, 7 spinster, 8 poster, 9 bolster, 10 dexter, 11 rooster, 12 sinister, 13 cluster, 14 posters, 15 register, 16 strangle, 17 strong, 18 administer, 19 strange, 20 stranger, 21 illustration, 22 obstruction, 23 songster, 24 tester, 25 gamester, 26 fosters, 27 administers, 28 casters, 29 feasters, 30 jester, 31 pastor, 32 blister, 33 fester, 34 coaster, 35 dusters, 36 clusters, 37 strung, 38 strings, 39 demonstration, 40 disaster, 41 disasters, 42 coasters, 43 toaster, 44 Brewster, 45 twister.

8. Wordsigns.



9. Phrases. (61—1:00.)

I A-new-tester, 2 a-new-duster, 3 purchase-toasters, 4 he-was-pastor, 5 I-broke-the-caster, 6 several-disasters, 7 pick-a-cluster, 8 use-the-duster, 9 your-plaster, 25 IO cause-a-blister, II he-will-administer, I2 he-was-a-gamester, I3 examine-the-register, I4 a-large-rooster, I5 he-was-master, I6 will-add-luster, I7 make-a-bluster, 50 I8 a-large-poster, I9 the-obstruction, 20 has-much-luster, 21 was-a-jester. 61

10. Letter. (189-3:05.)

Ann Arbor, Mich., June 1,

Mr. Jerome Freeman,

Mason, Michigan.

My-Dear-Sir:-

I-hear that-you-expect soon to-employ²⁵ one-or-two more

stenographers in-your factory. If-I-am correct in-this, I-desire to-make application for a-position with-your company. I-have taken a-course at the-school here and-cannow take dictation at a-rate which-would enable-me to-do your work in-a-manner satisfactory to-you. I-am willing to begin at a-low rate and-continue at a-small salary until I-shall prove to-you that-my services are worth more. I-can come at any-time. I-enclose a-number of-testimonials and-can furnish as-many more as-you-may desire as-to-character and-ability as-an-amanuensis. All-that I-wish to-begin with is-a-chance to show what I-can-do and-what I-am worth to an-employer. I-hope that-you may have a-place for-me in a-very to few-days. I-shall await your reply with-much anxiety.

Sincerely-yours,
Thomas Worden. 189

11. Letter. (188—3:05.)

Homer, Mich., April 22,

William Dickerson, Dayton, Ohio.

My-Dear-Sir:-

This morning I-noticed your advertisement in-the Toledo²⁵ Bee stating that-you desire to-employ a-traveling man forthis section of Michigan. I-write for-more information on the-subject. I-desire⁵⁰ such a-position and-am sure that-my experience has-been such that I-can give you perfect satisfaction in case the-work is-such⁷³ that I-can manage it. I-judge from the-brief mention in the-advertisement that-you desire some-one to take general charge of-your¹⁰⁰ agencies in-this vicinity. It-is because I-have ability to-do just thisclass of-work that I-write you to-make application for¹²⁵ the-job. I-shall be-pleased to answer any-questions you-may

wish to ask or to furnish any references you desire. I-am sure¹⁵⁰ that if-you will-only give-me a-trial you-will-be well-pleased with the-manner in-which I-shall do my-work. Please¹⁷⁵ reply at an-early day and-oblige.

Very-truly-yours,

Linus Galpin.188

12. Translation.

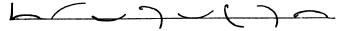
4(15°6) ~ (1.3) 6.70. ~ (1.4) ~ (1.3) 6.70. ~ (1.4) ~ (1.4) ~ (1.3)

LESSON XXXIX.

DOUBLE LENGTH LETTERS.

- 1. Any curved letter may be writen double length for the purpose of indicating certain following sounds.
- (1) Emp, written double length, adds an r, as in damper.
- (2) Ing lengthened adds kr or gr, as in anchor or anger.
- (3) Any other curved letter written double length adds either tr, dr or thr.
- 2. These added letters may be in the same syllable with the stroke that is lengthened or in a following syllable.

- 3. It is advisable for the beginner to write lengthened letters a little more than double the usual length so as to avoid all danger of confusing them with medium length letters.
- 4. It is not allowable to use the lengthened stroke when the letters indicated by lengthening are the last consonants in the word and a sounded vowel follows, as in the word angry, which should be written ing-ger. The application of the double length letters is shown in the following words:



damper leather anchor further another flutter order murder

5. Any curved letter may be made double length to indicate a following there, their, or other.

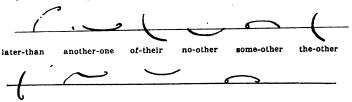
EXERCISE 39.

Applying the double length principle, write the following words:

6. List Words. (60-1:15.)

I Lumber, 2 thunder, 3 blunder, 4 anger, 5 tamper, 6 cylinder, 7 banker, 8 hunger, 9 surrender, 10 legislator, 11 another, 12 literal, 13 re-enter, 14 murder, 15 reporter, 16 slander, 17 slumber, 18 encumber, 19 finger, 20 maternal, 21 eccentric, 22 diameter, 23 render, 24 wonder, 25 central, 26 entirely, 27 yonder, 28 thermometer, 29 Anderson, 30 scamper, 31 eastern, 32 stronger, 33 swifter, 34 swelter, 35 hanker, 36 timbers, 37 letter, 38 tender, 39 sender, 40 lender, 41 Alexander, 42 promoter, 43 smother, 44 neither, 45 calendar, 46 flinders, 47 welter, 48 ladder, 49 smatter, 50 meter, 51 motor, 52 feather, 53 hinder, 54 tinker, 55 cimeter, 56 letters, 57 amber, 58 chamber, 59 linger, 60 clinker.





the-other-one longer-than any-other some-other-one

8. Phrases. (59—1:00.)

I Was-later-than, 2 he-was-later-than, 3 have-anotherone, 4 it-is-longer-than, 5 there-was-no-other, 6 take-another-one, 7 all-of-their-money, 25 8 take-some-other, 9 you-render, 10 you-surrender-it, 11 never-surrender-it, 12 see-him-scamper, 13 encumber-the-place, 14 was-a-banker, 15 eccentric-people, 16 a-finger-brush, 50 17 stop-the-meter, 18 in-neither-case, 19 you-wrote-letters. 50

9. Letter. (338-5:30.)

Saginaw, Michigan, August 1,

Hon. James Burrell Angell,

University of Michigan,

Ann Arbor, Michigan.

Dear-Sir:-

I-am expecting to enter²⁵ the-University this fall. It-ismy desire first to take the-literary course and-then enter the-law school. I-would like-very-much⁵⁰ to-take both-courses in-five years. Will-it be possible for-me to-do this? I-have been in a-law-office for-two⁷⁵ years and-I-had supposed that the-work done during this-time would-help materially to-reduce the-course at the-University. I-hear, however,¹⁰⁰ that-you never-allow work-done in a-law-office to-apply on the-law course at the-University. Is this true? I-hope that¹²⁵ what I-hear is incorrect for I-feel that the-

thorough work I-have done in-the-study of-law should-be allowed to-apply¹⁵⁰ on my-course so that I-may finish both courses in-the-five years. In-case it-is against your rules to-make any allowance¹⁷⁵ for-this work I-shall probably go to-some-other school since my business affairs are such that I-must finish my education within five²⁰⁰ years. I-hope, if-you have-such a-rule at the-University, you-will make-an-exception in-my case. I-know that I-can²²⁵ satisfy-you by-just as thorough a-test as-you care to-apply in the-form of an-examination that I-have-done first-class²⁵⁰ work so far as I-have gone in-the-study of-the-law and-that of the-two years I-gave to the subject no²⁷⁵ time was ever-allowed to-go-to waste.

Will-you therefore please inform-me just-what your rules are, and-if-they-are-against⁸⁰⁰ allowing anything forwork-done in a-law-office before entering the-University, is there any-chance of-your making an-exception in-my-case?⁸²⁵ Your-early attention will-oblige-me very-much.

Sincerely-yours,

James Mulligan, Jr. 338

10. Translation.

LESSON XL.

REVIEW.

i. Questions:

- (1) What large final hook is used with straight letters on the side opposite the s-circle?
 - (2) May the tiv-hook be written on curved letters?
- (3) May the tiv-hook ever be used when the letters represented by the hook are divided between two syllables?
- (4) What vowels may intervene between the stroke and a following tiv-hook?
- (5) When an **s-circle** occurs immediately after a tiv-hook where is it written?
- (6) Give three words illustrating the use of the tiv-
- (7) How are the sounds of st represented when they occur together at the beginning or end of a syllable?
 - (8) What is this loop called?
- (9) May it be used for any other sounds except that of st?
- (10) Is it ever allowable to use the **st-loop** to represent **st** when **s** is at the end of one syllable and **t** at the beginning of the next?
 - (11) Give an illustration.
- (12) On which side of straight letters must the st-loop be written?
- (13) May it ever be used on the n-hook side of straight letters?
- (14) When the sounds of s and t are the last consonant sounds in a word and a sounded vowel follows, may the st-loop be used?
- (15) When an s-circle follows a st-loop where is it written?

- (16) May the **st-loop** be used when, because of its use, a following stroke in the same word would necessarily be struck across the letter to which the **st-loop** is attached?
- (17) How are the letters str usually represented when they occur together in a syllable or when they occur in succession part at the end of a syllable and part at the beginning of the following syllable?
 - (18) On what letters may the str-loop be used?
- (19) On which side of straight letters is this loop used?
- (20) How does this loop compare in size with the st-loop?
- (21) If the letters str are the last consonants in a word and a sounded vowel follows may the str-loop be used?
- (22) How is an s-circle written when it immediately follows the str-loop?
- (23) May the s-shun-hook be used immediately following the str-loop?
- (24) How much wider is the **str-loop** than the **st-loop**?
- (25) What letter is added by making **emp** double length?
- (26) What are the two endings either of which may be added by making ing double length?
- (27) What are the three endings any one of which is added by making any of the other curved letters double length?
- (28) Are the endings added by the lengthening of curved letters necessarily in the same syllables with the letters which are made double length?

EXERCISE 40.

2. List Words. (67—1:15.)

Dative active talkative activity corrective executive negative illustrative instructive protective breast blasting ghost zest druggist investigation manifest chastised hosts staff utmost majestic pleased against bounced²⁵ noised yeast rejoiced incrust roaster poster bolster dexter strong strangle register administer strange illustration songster gamester casters pastor feasters blister fester dusters lumber anger tamper⁵⁰ cylinder central entirely Anderson eastern swifter swelter hanker lender Alexander welter meter tinker feather cimeter amber chamber⁶⁷

3. Wordsigns.

Subjective, descriptive, connective, collective, (collectively,) reflective, (reflectively,) figurative, (figuratively,) legislative, consecutive, (consecutively,) inductive, objective. (objectively,) ductively,) herein. must, six-or-seven, temptation, stenography, rapher, stenographic,) one-of-the-best, one-of-the-most, first, next, next-time, at-first, at-the-first, Baptist, by-the-first, byway-of-illustration, constitution-of-the-United-States, circumstance, (circumstances,) denominational, deliverance, extraordinary, for-the-first-time, from-first-to-last, mystery, Northwest, later-than, another-one, of-their, no-other, someother, the-other, the-other-one, longer-than, any-other, someother-one.

4. Phrases. (81—1:20.)

He-was-subjective a-descriptive-case legislative-affairs in-the-dative such-talkativeness executive-days he-is-elective we-must-do take-one-or-two²⁵ two-or-three-cases stenographic-work must-expect-many-cases he-was-accused anew-duster purchase-a-toaster use-the-duster examine-the-

register⁵⁰ will-add-luster a-large-poster the-obstruction hasmuch-luster was-later-than there-was-no-other you-render encumber-the-place eccentric-people⁷⁵ a-finger-brush stopthe-meter.⁸¹

5. Letter. (94-1:30.)

Dayton, Ohio, May 7.

John Loomis, Milan, Mich.

My-Dear-Sir:-

On Friday I-delivered to the-express company six-cases²⁵ of paper. These-should have-been in Milan on Saturday. I-am-sure there is something wrong. The-delay is likely due to-carelessness of⁵⁰ the-express-men. I-presume it-will take several-days to-trace the-package. I-shall have the-company trace-it at-once. Should-you⁷⁵ fail to-receive the-stock within a-few days, be-sure to-write again.

Very-truly-yours,

Moore Brothers.94

6. Letter. (121-2:00.)

Lexington, Ky., Nov. 22,

Col. James Otis,

Nashville, Tenn.

My-Dear-Colonel:-

I-have your favor of the-tenth. Your²⁵ plan to push vigorously the-petition in-favor of General Ashton for the-office of U.-S. Marshal for the-next term has my-approval.⁵⁰ The-general deserves the-honor and-it-is-my sincere hope that both-members of the-senate from-your state will-do everything possible to⁷⁵ induce Mr. McKinley to-select Gen. Ashton. I-am at-your service if-there is anything I-can-do to-aid you in-his-behalf.¹⁰⁰ Be-sure to-write-me if-you see

wherein I-can assist-you in-any-manner-whatever.

Sincerely-yours,

Thomas Eaton. 121

7. Letter. (189-3:05.)

Ann Arbor, Mich., June 1,

Mr. Jerome Freeman, Mason, Michigan. My-Dear-Sir:—

I-hear that-you-expect soon to-employ²⁵ one-or-two more stenographers in-your factory. If-I-am correct in-this, I-desire to-make application for a-position with-your company.⁵⁰ I-have taken a-course at the-school here and-cannow take dictation at a-rate which-would enable-me to-do your work⁷⁵ in-a-manner satisfactory to-you. I-am willing to begin at a-low rate and-continue at a-small salary until I-shall prove¹⁰⁰ to-you that-my services are worth more. I-can come at any-time. I-enclose a-number of-testimonials and-can furnish as-many¹²⁵ more as-you-may desire as-to-character and-ability as-an-amanuensis. All-that I-wish to-begin with is-a-chance to show¹⁵⁰ what I-can-do and-what I-am worth to-an-employer. I-hope that-you may have a-place for-me in a-very¹⁷⁵ few-days. I-shall await your reply with-much anxiety.

Sincerely-yours,
Thomas Worden 189

LESSON XLI.

THE HALVING PRINCIPLE, SEC. I.

1. Of the various methods of contraction in Shorthand the most important is that introduced in this lesson, i. e.,

the halving principle. It is that of indicating a t or d in certain cases by writing the preceding simple or modified stroke half the medium length.

- 2. The general rule is that the t or d indicated by this method must be in the same syllable with the stroke shortened to indicate it. When it is clearly evident that considerable speed may be gained or much more distinct angles secured without decreasing the legibility this rule may be varied, as in pocket, shown below. There are probably more exceptions to this rule than to any other in the entire system of Shorthand. In order to prevent the student from unintentionally going to the extremes in this respect, the list words in this lesson are, in the main, confined to words which follow the rule somewhat closely. When the student becomes more familiar with the use of the halving principle he will be able to distinguish readily when he may vary the general rule without danger to legibility.
- 3. The following illustrations show the use of the halving principle applied to letters without hooks:



4. For the sake of convenience in referring to half length characters they are spoken of as follows: Half length be to indicate a t is called bet; to indicate a d, bed. A half length kay to indicate a t is called ket; to indicate a d, ked, etc. The rule adopted by some Pitmanic teachers never to use a single half length shaded letter to indicate a t or a single half length light letter to indicate a d is not observed in this text. Hence gate would be written get and not gay-te, and code would be written ked and not kay-de.

- 5. When t or d is the last consonant in a word and a sounded vowel follows, the full stroke te or de must be used, as in needy, body and pity, written en-de, be-de, and pe-te.
- 6. To secure greater legibility a single unhooked stroke is never written half length to represent a word of more than one syllable. For example, abate, abide, etc., are written be-te, be-de, while the word bait is written bet, and bide is written bed.
- 7. It has become the custom, though with no good reason, for Pitmanic writers, including the Graham and other slightly modified Pitman systems, not to write ray half length when it is the only stroke in a word besides a t or d. Hence rate, for example, is written ray-te and not ret; and road is written ray-de and not red, etc.
- 8. It has been advised that the double length letters be made a little longer than twice the length of the ordinary letters. Likewise the half length letters should be made a little less than half length so that no confusion between the letters of different lengths may result.

EXERCISE 41.

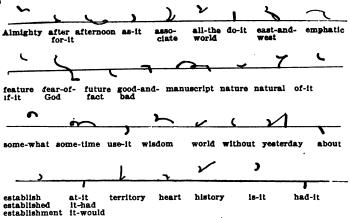
Using the halving-principle write the following words:

q. List Words. (60—1:15.)

I Boat, 2 coat, 3 date, 4 fate, 5 gate, 6 hate, 7 jot, 8 kite, 9 late, 10 mate, 11 note, 12 paid, 13 operate, 14 east, 15 tote, 16 vote, 17 berate, 18 theft, 19 legislate, 20 bracelet, 21 adopt, 22 dictate, 23 estate, 24 espied, 25 elect, 26 eject, 27 erect, 28 rotate, 29 invade, 30 reviewed, 31 repeat, 32 recent, 33 fade, 34 good, 35 picket, 36 absent, 37 decent, 38 peasant, 39 pleasant, 40 present, 41 pheasant, 42 accent, 43 execute, 44 sent, 45 crescent, 46 sentence, 47 chestnut, 48 basket, 49 receded, 50 refute, 51 invite, 52 implicate,

53 circuit, 54 remit, 55 capital, 56 ratify, 57 rectify, 58 notify, 59 certain, 60 jacket.

t 10. Wordsigns.



11. Phrases. (65-1:00.)

I A-rainy-afternoon, 2 after-six-days, 3 was-absent, 4 in-an-afternoon, 5 as-it-was-coming, 6 associate-cases, 7 in-all-the-world, 8 stay-and-do-it,²⁵ 9 east-and-west, 10 an-emphatic-story, 11 a-new-feature, 12 in-future-times, 13 the-good-and-bad, 14 took-his-manuscript, 15 nature-of-the-case, 16 several-facts,⁵⁰ 17 it-sometimes-came, 18 it-will-implicate-him, 19 in-the-capitol, 20 recent-action, 21 they-may-ratify.⁶⁵

12. Letter. (689—11:00.)

East Saginaw, Mich., August 7,

Mrs. Jane Frost,

Marine City, Michigan.

My-Dear Mrs. Frost:-

It-has-been so-long since²⁵ I-have received a-letter fromyou that I-fear you have left Marine City. I-trust, if-you have, this letter will-be sent⁵⁰ to-you at-once. I-have just

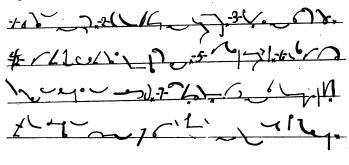
received a-nice long letter from Etta Stover. As-you have asked about her so often. I-decided to-write-you at-once and-tell-you what news I-have just received from-her. Iam-sure you-will be-pleased to-hear¹⁰⁰ of-her experience. You-will recollect that while she-was at-school she-took up the-study of Spanish and-became very proficient in-that125 language. She-could both write and-speak it fluently. Then, you-will-remember, she-had another hobby. When-she was at-the University of Michigan, 150 she-took up the-study of stenography in-addition to-her regular-college work. Youknow her-people were wealthy and-she was not obliged176 to-work, but she always said that-we never could-tell whatmight happen to us and-she proposed to-be-ready for-any emergency.²⁰⁰ Well, in-her-case, the-emergency came all too-soon. Within a-year after-she left-college her father met-with several reverses in-business²²⁵ and-lost all of-his property. Then it-was that Etta's special-work, both in stenography-and Spanish, was-a-boon to-her. Her-mother²⁵⁰ had died sometime before this and-her father's reverses broke-down his health. This left him helpless with no-one to-support him but-his275 daughter. As-it was toolate in the-year to-secure a-school Etta began to-look about to see-what could be-done. Luckily800 she-had become sotaken up with the-beautiful art of stenography that-she hadkept up her practice and-was a-rapid writer. once began to-look-for a-position as an-amanuensis. writes-me that every day for-over a-week she-did nothing but350 go to one office after another in New-York-City seeking a-position, but-without-success. But she never thought of failure. Finally she came³⁷⁵ to the-office of-the West India Transportation Company. "Yes," the-manager said, in-reply-to her application, "I-desire-a stenographer and-desire one400 right-away, but," he-said, "I-doubt if-you-can

do the-work I-must-have done. I-have, since-the Spanish war, established agencies⁴²⁵ throughout Cuba and Porto Rico, and-must-have-a stenographer who knows Spanish thoroughly. I-have been unable so far, to-secure such-a-one⁴⁵⁰ in-this city or anywhere else. I-must-have just such an-amanuensis and-am willing to pay liberally for-such-a-one." "You-may⁴⁷⁵ imagine," Etta writes, "how-my heart throbbed while the-manager was-specifying what he-must-have in-a stenographer for I-just knew I-could⁵⁰⁰ do the-work." To-tell a-long-story in-a-few sentences, Etta began work that-very day at-a-large salary. She-says she⁵²⁶ has no trouble in-doing the-work.

She-writes that-from what she-sees there-will-be, for-years to-come, a-large-number of openings for stenographers who-can write and-translate Spanish. Since the-opening up of-the West Indies to American commerce thereis, as-a-result, 575 a-rapid increase in the-business relations between these-new territories and-the United-States.

She-is very-happy in-her new-position since-she⁶⁰⁰ really enjoys the-work and-at the-same-time can also help her father so-much. She-says that her knowledge of stenography has-been⁶²⁵ and-is of-more practical value to-her, especially when-it-comes-to-making a-living, than-her entire-college education. Etta's present address is⁶⁵⁰ 407 Union Square, New-York-City. I-am sure she-would-be very-much pleased to-hear from-you. I-know you-will⁶⁷⁵ write-her at-once now that-you have her-address.

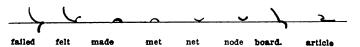
Sincerely-yours, Ethel Welch. 689 13. Translation.



LESSON XLII.

THE HALVING PRINCIPLE, SEC. II.

- The strokes way and emp are very seldom halved. The strokes yea and ing are never halved. It is therefore possible with the four corresponding light strokes, ar, el, em and en, to make a distinction between the adding of t and d. D is added by halving these letters and also shading them; t is added by merely writing these light letters half length. This increases the legibility of these letters when halved. As it is impossible when using a pen to shade an upward stroke, el and not lay must be used when it is halved and shaded to add d.
 - 2. This principle is illustrated in the following words:



3. Em, en, el and ar are not shaded to add a following d when these letters are modified by a hook. If this rule were not observed when halving these letters an en with a

w-hook, if shaded to add d, would conflict with an en which is shaded when modified with an r-hook, etc.

- 4. In such cases as cored, gored and similar words, the shaded downward ar does not form a sufficiently clear angle. Therefore in words where r follows kay or gay and is to be halved it is better to represent a following t or d by a halved ray.
- 5. A kay or gay following lay, ef or ve is not halved to represent t or d for the reason that the half length letters, not forming an angle with what precedes would be lost sight of. Therefore such words as looked, effect, vacate, etc., must be written in full, thus: vacate, ve-kay-te, and not ve-ket; effect, ef-kay-te, and not ef-ket; and looked, lay-kay-te and not lay-ket. For the same reason a half length ish cannot be used after lay, and similar outlines which will be evident to the student. Occasionally it is not convenient to use an el shaded when halved to add d, as in mislaid and embezzled. In such cases the half length lay is used since with it the outline may be formed more easily and quickly.
- 6. Although it is the general rule that the t or d represented by a half length letter should occur in the same syllable with the letter made half length, the past tense of regular verbs, formed by adding ed, is usually represented by the halving principle, as in plated, written pel-ted, and gloated, written gel-ted.

EXERCISE 42.

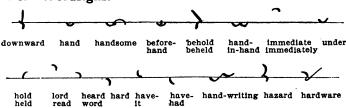
Using the proper halved characters, write the following words:

7. List Words. (60-1:15.)

I Made, 2 nude, 3 bored, 4 load, 5 old, 6 yard, 7 model, 8 end, 9 note, 10 deplored, 11 blamed, 12 reasoned, 13 index.

14 needle, 15 Leonard, 16 knit, 17 sent, 18 fight, 19 slit, 20 modify, 21 light, 22 fault, 23 salt, 24 slating, 25 gored, 26 need, 27 needless, 28 sand, 29 night, 30 mead, 31 mute, 32 meddle, 33 middle, 34 mailed, 35 indolence, 36 neat, 37 manifold, 38 medium, 39 toiled, 40 mood, 41 renewed, 42 modulation, 43 field, 44 unfold, 45 absurd, 46 unsold, 47 delayed, 48 poured, 49 pervade, 50 ascend, 51 blossomed, 52 assumed, 53 mould, 54 descendant, 55 indivisible, 56 endless, 57 doled, 58 lewd, 59 finite, 60 imminent.

8. Wordsigns.



9. Phrases. (56-:55.)

I Goes-downward, 2 going-downward, 3 will-have-it, 4 a-handsome-case, 5 many-handsome-cases, 6 behold-you-come, 7 you-will-behold, 8 many-beheld, 9 will-have-immediate-trial, 25 IO in-such-history, II must-have-it, I2 have-it-taken, I3 such-hazards, I4 is-it-coming, I5 have-had-it, I6 pray-the-Lord, I7 they-had-it, I8 immediate-effect, 50 IO I-have-it, 20 never-have-it. 56

_ 10. Letter. (196—3:15.)

Nashville, Tenn., August 9,

Loren Sampson,

Bay City, Mich.

My-Dear-Sir:-

I-was indeed very-much pleased to-receive-your²⁵ letter last night with the-information that I-was to have that-old matter off-my hands so soon. I-think you did very well⁵⁰

to dispose of all-those lots, especially those-with the-old houses upon-them, so-readily and-at-such very-good prices. As-it-has⁷⁶ now come-out I-will lose very-little on the-deal. If-you-will send me your bill I-will send-you-check to-bal-ance¹⁰⁰ same. I-have signed all the-deeds to the-various pieces of property and-same have gone by to-day's mail. I-hope that-they-will¹²⁵ reach-you safely.

It-is a-relief to-me to have that entire estate business closed up. I-desire to-assure you that I-fully¹⁵⁰ appreciate your work in-bringing the-business to-such an-early-close.

Whenever I-have anything in the-line of-real-estate to-look after¹⁷⁵ in the-future you-may-be-sure that I-will sendit to-you. I-am,

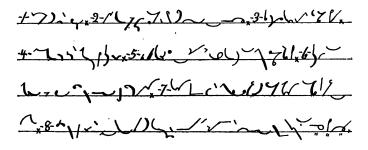
Very-truly-yours,

Benjamin Lathrop. 186

11. Suggestion. (185—3:00.)

Those who-have reached this-lesson may feel that-theyare very nearly through with the-study of the-principles of stenography, and-that all25 they need after finishing the-few remaining lessons is plenty of-practice on miscellaneous matter, especially practice on letters, to-work up speed. One should50 make a-specialty of-studying the-Wordsigns, writing them over-and-over-again many-times. That-is onething so-many beginners neglect. Every Wordsign⁷⁵ in the-book should be-written at-least once every day for-sev-When the-pupil can write the-whole list of eral weeks. Wordsigns¹⁰⁰ in the-book without stopping at the-rate of say sixty or seventy words per minute he-may then begin to-feel that-he knows125 the-Wordsigns fairly well. young stenographer who can write his Wordsigns with nomore thought than is necessary for-one to-make use-of150 when he dots his i's and-crosses his t's, is in-a-fair way tosucceed as-a stenographer. Remember-this and-practice on your¹⁷⁶ Wordsigns daily. You-never can-give them too-much practice.¹⁸⁵

12. Translation.



LESSON XLIII.



THE HALVING PRINCIPLE, SEC. III.

r. Any consonant stroke, modified by either an initial or final small hook or by both an initial and final small hook, may, like the simple letters, be halved to indicate a following t or d. When a hooked letter is halved it is treated as a single letter and the t or d added must occur after both the stroke and the letter or letters indicated by the hook or hooks. For example, the word faint is composed of the consonants f-n-t. The n-hook is used to indicate a following n and the character fen is made half length and both the f and n are read before the added t. The word fatten, with the t coming before the n, would not, therefore, permit of the use of the half length hooked letter, fen, the word fatten being written fet-en. Likewise in the word cleaned, for

example, the double hooked letter **klen** is halved to represent a **d** after the letters represented by both the hooks and the stroke.

- 2. The half length hooked letters are spoken of as follows: A half length fel is called flet if t is indicated, and fled if d is indicated. A half length plen is called plent, if t is indicated, and plend, if d is indicated, etc.
- 3. Although some reporters occasionally shorten a stroke upon which the shun-hook, tive-hook, large w-hook, ler-hook, rel-hook, st-loop or str-loop is used, it is best not to use the halving-principle with a letter modified by one of these large hooks or loops, unless it is very inconvenient to add the stroke te or de.
- 4. The use of the halving principle with hooked letters is shown in the following words:



rambled migrate coughed mounting insolvent inclined demand gratify

EXERCISE 43.

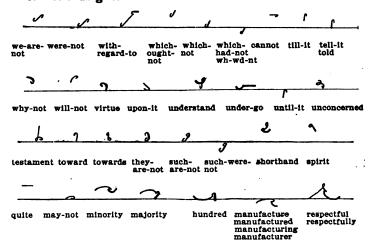
Using the proper shortened hooked consonants write:

5. List Words. (56—1:05.)

I Flagrant, 2 brittle, 3 depend, 4 found, 5 bound, 6 lament, 7 patent, 8 retained, 9 expend, 10 extend, 11 indent, 12 plantain, 13 spending, 14 suspend, 15 tendency, 16 fountain, 17 incident, 18 mountain, 19 grant, 20 front, 21 puffed, 22 craft, 23 drained, 24 cleaned, 25 friend, 26 enchained, 27 clamored, 28 shirt, 29 silvered, 30 papered, 31 crowed, 32 glut, 33 clot, 34 hypocrite, 35 regret, 36 celebrate, 37 refund, 38 violent, 39 random, 40 husband, 41 deplete, 42 talent, 43 degrade, 44 mankind, 45 democrat, 46 country, 47 rebound, 48 repent, 49 betrayed, 50 infant, 51 refined,

52 applicant, 53 freedom, 54 supplicant, 55 glutton, 56 tangent.

6. Wordsigns.



7. Phrases. (60—1:00.)

I Why-not-do-so, 2 we-are-not-coming, 3 with-regard-toit, 4 will-not-say-so, 5 by-virtue-of, 6 depend-upon-it, 7 hewill-understand,²⁵ 8 undergo-similar-treatment, 9 until-itcomes, 10 they-will-tell-it, 11 in-his-territory, 12 take-Shorthand, 13 drained-the-canal, 14 they-repent, 15 all-mankind, 16 celebrate-the-occasion,⁵⁰ 17 they-made-a-grave, 18 violent-case, 19 a-very-rich-man.⁶⁰

8. Letter. (167-2:45.)

Grass Lake, Mich., June 10,

Mr. Edward Weeks,

Port Huron, Mich.

My-Dear-Sir:-

We-have finally decided to-accept²⁵ your proposition on the-coal land near Saginaw, that-is to pay-you ten cents per-ton on-all coal taken from beneath your farm⁵⁰ of-six-hundred and-forty acres, in-section seventeen. We-have drawn lease to-this effect to-go into force July first and-to continue⁷⁵ fourteen years with privilege of five years more upon same terms should-we so desire. We-have mailed instructions to-our representative in Port Huron,¹⁰⁰ to-whom we-will send lease ready for-you to-execute. Please give-this matter your early-attention as-it-is our desire to¹²⁵ begin work not later-than July first. This-will necessitate our ordering machinery without-delay. We cannot place our order until we receive the-lease¹⁵⁰ duly executed. We-hope this matter will-have your immediate attention.

Respectfully-yours,

Irwin LeGrand & Co.167

g. Letter. (159-2:40.)

Port Huron, Mich., June 14,

Irwin LeGrand & Co.,

Grass Lake, Michigan.

Sirs:-

Your-letter of-the 10th inst.²⁶ was received Monday. Your representative in-this city, Mr. J. B. Dickinson, called the-same day with lease for-my signature. Examining-it I-discovered⁵⁰ that-you had left out one-item which-was agreed-upon when we-talked the-business over last week. I-refer to the-matter of⁷⁵ excavations for the-proposed mine. The-understanding was that-you were to have but-one opening and-that said-opening with the-necessary machinery was¹⁰⁰ to-occupy only three acres, said-three acres to-be wherever you desired them adjoining the-railroad-track.

I-put this-clause in the-lease¹²⁵ before-signing. If-this-is satisfactory, and-of-course it-will-be, since-it was agreed-

upon, you-can file the-lease and-go-ahead¹⁵⁰ with the-purchase of-machinery.

Yours-truly,

Edward Weeks. 159

10. Translation.

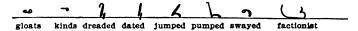
LESSON XLIV.

THE HALVING PRINCIPLE, SEC. IV.

- 1. When an s-circle occurs at the end of a shortened consonant, either simple or modified by one or more hooks, the s is read after the added t or d. This difference of the s-circle from the hooks representing letters which must be read before the t or d, should be carefully noted by the student. This principle is shown in the words gloats and kinds given below.
- 2. It sometimes happens that a final half length te or de does not make an angle, or makes a very poor angle, with the preceding letter. In such cases the half length letter may be disjoined from the preceding stroke. This is called the disjoined ted. Its use is shown in such words

as dated, dreaded, opinionated and omitted. If it were not disjoined the half length letter would be lost sight of. The disjoined ted, when used, should be written beside and very close to the end of the letter from which it is disjoined, as shown below.

- 3. The strokes way and emp are sometimes, though rarely, shortened. The exception is in such words as jumped, swayed, etc.
- 4. Occasionally it is found convenient to write a half length es with an upward stroke, as in factionist.
- 5. When a final t or d is preceded by two separately pronounced vowels as in poet, duet, quiet, etc., the halving principle cannot be made use of.
- 6. The above principles are illustrated by the following words:



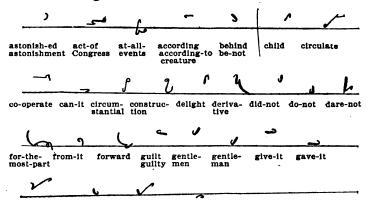
EXERCISE 44.

Using the proper outlines write the following words:

7. List Words. (53—1:00.)

I Floats, 2 cuts, 3 inflates, 4 cadets, 5 indents, 6 refutes, 7 amusements, 8 treated, 9 doted, 10 dreaded, 11 institute, 12 omitted, 13 attitude, 14 opinionated, 15 annotated, 16 situated, 17 waited, 18 dated, 19 edited, 20 awaited, 21 audited, 22 instituted, 23 deeded, 24 prompted, 25 attempted, 26 exempted, 27 preëmpted, 28 indicated, 29 freighted, 30 tooted, 31 effected, 32 admitted, 33 mated, 34 meted, 35 emptied, 36 mooted, 37 strutted, 38 trotted, 39 traded, 40 matted, 41 entreated, 42 studded, 43 credited, 44 inflated, 45 imitated, 46 limited, 47 submitted, 48 resubmitted, 49 animated, 50 intimated, 51 redeeded, 52 reindicated, 53 unattempted.





historian have-not better-than movement

g. Phrases. (60—1:00.)

I Astonish-him, 2 much-astonishment, 3 be-at-it, 4 an-act-of-Congress, 5 take-the-child, 6 behind-it, 7 was-better-than, 8 a-new-creature, 9 you-must-coöperate, 25 10 cannot-do-so, II a-delightful-day, 12 dare-not-come, 13 many-gentlemen, 14 will-not-give, 15 he-was-historian, 16 seven-hundred, 17 have-not-come, 18 hear-from-it, 50 19 a-grand-occasion, 20 will-you-coöperate, 21 he-was-a-gentleman. 80

10. Letter. (168-2:45.)

New Albany, Ind., May 11,

Messrs. Johnson & West,

St. Louis, Mo.

My-Dear-Sirs: ---

Your agent was-here yesterday²⁵ and-I-gave-him an-order. I-find that the-foreman in-one of-our stores neglected to enter-upon the-order book certain material⁵⁰ that I-must-have at-once. Will-you, therefore, add the-following to our order:

I Gross Pint Tin Cups.

34 Gross Quart Tin75 Cups.

4 dozen 4-Quart Tin Pails.

2 dozen 6-Quart Tin Pails.

½Gross Quart Tin Dippers.

1/2 Gross Pint Tin Dippers.100

1/4 Gross 2-Quart Granite Stew Pans.

1/2 Gross 3-Quart Granite Stew Pans.

1/4 Gross Challenge Egg Beaters.

I-hope this letter¹²⁵ will reach-you in-time for-you to-send the-above items with the-goods ordered through your agent and-thus avoid an-extra shipment.¹⁵⁰

To-make-sure of-it I-send this with special-delivery stamp. I-am, Yours-truly,

Thomas Benton. 168

11. Letter. (139-2:15.)

New Orleans, La., July 5,

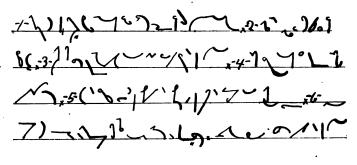
Grayson & Co.,
Duluth, Minn.
Gentlemen:—

We-beg to inform-you that the-last car of 25 refrigerators you billed on June 20 has-not-yet arrived in-this city. We-are beginning to get uneasy about it for our supply 50 is running very-low. Will-you please trace-it by wire atonce. It-is probably side-tracked somewhere and-will nodoubt lie there 75 until a-tracer reaches-it. Do-not fail to keep the-tracer moving until-you succeed in locating-it asour supply is about exhausted 100 and-then, too, we would-be obliged to carry the-entire shipment over to the-next season, a-thing we-desire to avoid, if-possible. 123

Hoping that-this-will receive-your immediate attention, I-am, Respectfully-yours,

Theodore Parker. 139

12. Translation.



LESSON XLV.

REVIEW.

i. Questions:

- (1) What letters are indicated by writing certain letters half length?
- (2) As a rule must the t or d indicated by writing a letter half length, be in the same syllable with the shortened letter?
 - (3) Is this rule always strictly observed?
- (4) What two exceptions to this rule and why are they made?
- (5) When t or d is the last consonant in a word and a sounded vowel follows, may a preceding stroke be halved to indicate the t or d?
- (6) By what names are the half length letters designated?
 - (7) Give several examples.
 - (8) Would it be proper to write a half length **b** for the word **abode?**

- (9) Is it allowable to write ray half length to represent a following t or d when the t or d is the only other consonant in the word?
 - (10) Are yea, way, emp and ing frequently halved?
- (11) How are ar, el, em and en modified in addition to being halved when a d is to be indicated?
- (12) When ar, el, em and en are modified by a hook are they shaded as well as halved to indicate a d?
- (13) How is a d indicated when it is inconvenient to use a half length shaded el?
- (14) Where an r follows kay or gay and is to be halved to indicate a t or d how should it be written and why?
- (15) Is it proper to use a half length kay or gay after an ef, ve or lay?
 - (16) May a half length ish be used after lay?
- (17) Is it ever allowable to use a half length lay to represent a following d? If so, give example.
 - (18) How is the past tense of regular verbs indicated?
- (19) May letters with initial or final hooks be halved to add a following t or d?
- (20) If a hooked letter is written half length does the t or d indicated come before or after the letters indicated by the hook or hooks?
- (21) When a half length letter has an s-circle at its end is the s represented by the circle read before or after the t or d indicated by halving?
- (22) Is it advisable to halve letters containing the shun-hook and the other large hooks?
- (23) What is meant by the character called the disjoined ted and why is it used?
- (24) Where should the disjoined ted always be written?

- (25) Is the halved es ever written upwards? If so, give example.
- (26) May a final t or d, though not followed by a sounded vowel, be indicated by halving, if two separately pronounced vowels immediately precede it?

EXERCISE 45.

2. List Words. (60—1:15.)

Boat hate late mate note operate theft reviewed sentence chestnut receded implicate remit capital certain made nude bored old index Leonard fault gored indolence absurd²⁵ unsold ascend assumed indivisible imminent flagrant found indent spending mountain puffed clamored crowed clot celebrate random democrat country applicant tangent floats cadets indents treated opinionated⁵⁰ instituted indicated imitated meted effected traded submitted animated redeeded unattempted.⁶⁰

3. Wordsigns.

Almighty, after, (for-it,) afternoon, as-it, associate, all-the-world, do-it, east-and-west, emphatic, feature, (if-it,) fear-of-God, future, (fact,) good-and-bad, manuscript, nature, natural, of-it, some-what, some-time, use-it, wisdom, world, without, yesterday, about, establish, (established, establishment,) at-it, (it-had, it-would,) territory, heart, history, is-it, had-it, downward, hand, handsome, before-hand, behold, (beheld,) hand-in-hand, immediate, (immediately,) under, hold, (held,) lord, (read,) heard, (word,) hard, have-it, have-had, hand-writing, hazard, hardware, we-are-not, were-not, with-regard-to, which-ought-not, which-not, which-had-not, (which-would-not,) cannot, till-it, tell-it, (told,) why-not, will-not, virtue, upon-it, understand, undergo, until-it, unconcerned, testament, toward, towards, they-are-not, such-are-not, such-were-not, shorthand, spirit, quite,

may-not, minority, majority, hundred, manufacture, (manufacturing, manufactured,) respectful, (respectfully,) astonish, (astonished, astonishment,) act-of-Congress, at-allevents, according, (according-to, creature,) behind, (benot,) child, circulate, co-operate, can-it, circumstantial, construction, delight, derivative, did-not, do-not, dare-not, forthe-most-part, from-it, forward, guilt, (guilty,) gentlemen, gentleman, give-it, gave-it, historian, have-not, better-than, movement..

4. Phrases. (99—1:40.)

In-all-the-world east-and-west an-emphatic-story a-new-feature in-future-times took-his-manuscript it-will-implicate-him all-mankind²⁵ going-downward many-handsome-cases you-will-behold will-nave-immediate-trial you-will-have-it have-it-taken they-had-it never-have-it⁵⁰ with-regard-to-it by-virtue-of he-will-understand until-it-comes in-his-territory drained-the-canal celebrate-the-occasion be-at-it⁷⁵ anact-of-Congress was-better-than a-new-creature cannot-do-so many-gentlemen he-was-historian have-not-come a-grand-occasion.⁹⁹

5. Letter. (196-3:15.)

Nashville, Tenn., August 9,

Loren Sampson,

Bay City, Mich.

My-Dear-Sir:-

I-was indeed very-much pleased to-receive-your²⁶ letter last night with the-information that I-was to have that-old matter off-my hands so soon. I-think you did very well⁵⁰ to dispose of all-those lots, especially those-with the-old houses upon-them, so-readily and-at-such very-good prices. As-it-has⁷⁵ now come-out I-will lose very-little on the-deal. If-you-will send me your bill I-will send-you-check to-bal-

ance¹⁰⁰ same. I-have signed all the-deeds to the-various pieces of property and-same have gone by to-day's mail. I-hope that-they-will¹²⁶ reach-you safely.

It-is a-relief to-me to have that entire estate business closed up. I-desire to-assure you that I-fully¹⁵⁰ appreciate your work in-bringing the-business to-such an-early-close.

Whenever I-have anything in the-line of-real-estate to-look after¹⁷⁵ in the-future you-may-be-sure that I-will sendit to-you. I-am,

Very-truly-yours, Benjamin Lathrop. 196

6. Letter. (159-2:40.)

Port Huron, Mich., June 14,

Irwin LeGrand & Co., Grass Lake, Michigan.

Sirs:-

Your-letter of-the 10th inst.26 was received Monday. Your representative in-this city, Mr. J. B. Dickinson, called the-same day with lease for-my signature. Examining-it I-discovered50 that-you had left out one-item which-was agreed-upon when we-talked the-business over last week. I-refer to the-matter of 15 excavations for the-proposed mine. The-understanding was that-you were to have but-one opening and-that said-opening with the-necessary machinery was 100 to-occupy only three acres, said-three acres to-be wherever you desired them adjoining the-railroad-track.

I-put this-clause in the-lease¹²⁵ before-signing. If-this-is satisfactory, and-of-course it-will-be, since-it was agreed-upon, you-can file the-lease and-go-ahead¹⁵⁰ with the-purchase of-machinery.

Yours-truly, Edward Weeks. 159

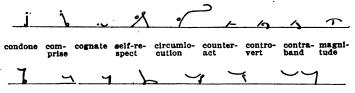
LESSON XLVI.

PREFIXES.

- 1. The more frequently occurring prefixes are represented by brief signs. Some of these are disjoined from the following letter. The others are joined.
 - 2. The disjoined prefixes are:
- (1) A dot to represent con, com or cog, as in condone, comprise, cognate.
- (2) An s-circle to represent self or circum, as in self-respect, circumlocution.
- (3) A slanting tick, like the tick for he, to represent counter, contro, and contra, as in controvert, countermarch, contraband.
 - (4) Em to represent magni, as in magnitude.
- 3. These disjoined prefixes should always be written before writing the outines which they precede. The habit of doing this should be cultivated from the very start or the student will find himself going back to insert these prefix signs after the outlines are written, thus consuming more time than if the full outline for the prefix were used.
 - 4. The joined prefixes are:
- (1) A half length en to represent the prefixes intro, inter, ante, and anti, as in introduce, interrupt, antidote, antedate.
 - (2) Pe-iss to represent the prefix post, as in postman.
- 5. When the syllables con, com or cog occur between two consonant strokes in a word, the two strokes are disjoined to indicate that either con, com or cog is to be supplied, as in inconstant, incomplete, incognito.

It is the custom with many reporters and teachers to omit the dot for the prefixes con, com and cog in the large

majority of cases. This is not advisable for the beginner who should write these signs in every instance, at least until he has had considerable experience as a reporter. Even then he should not omit them unless actually pressed for time. These prefixes and the parts of an outline disjoined to indicate com, con and cog are illustrated in the following outlines:



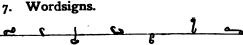
introduce interrupt antidote postman inconstant incomplete incognito

EXERCISE 46.

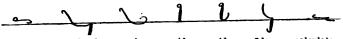
Using the proper prefixes and disjoined parts write the following words:

6. List Words. (59—1:30.)

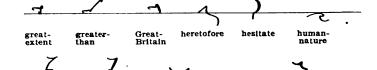
I Contemplate, 2 construe, 3 interdiction, 4 confine, 5 preconceive, 6 conceal, 7 countersign, 8 anticipation, 9 interest, 10 condense, 11 circumference, 12 recommend, 13 conserve, 14 compatible, 15 recompense, 16 accomplish, 17 concede, 18 antiquary, 19 companion, 20 constable, 21 compile, 22 conduce, 23 countermarch, 24 compound, 25 combine, 26 convene, 27 selfish, 28 circumvent, 29 counterpoise, 30 controversy, 31 contribute, 32 contraband, 33 antediluvian, 34 antedate, 35 postman, 36 interval, 37 interurban, 38 inconsolable, 39 recognize, 40 interrogate, 41 inconsistent, 42 concern, 43 anticipate, 44 convert, 45 interview, 46 unconscious, 47 conspiracy, 48 conception, 49 congestion, 50 incompatible, 51 conversion, 52 interpose, 53 contemplation, 54 conduct, 55 comparison, 56 conformation, 57 misconceive, 58 concur, 59 content.



as-great-as able- at-any- able-to- at-all- construct- conseto rate give-it its tive quence



consequen- comprehend comprehen- consider consider confidential calculate



intellect intelligence incompetent

part

individual

8. Phrases. (60—1:00.)

I As-great-as-can-be, 2 will-take-interest, 3 able-to-call, 4 able-to-equal, 5 able-to-go, 6 go-at-any-rate, 7 was-at-allits, 25 8 was-constructive, 9 they-will-calculate-it, 10 a-great-event, 11 greater-than-any, 12 a-large-heart, 13 was-human-nature, 14 conceal-them, 15 strong-intellect, 16 he-was-incompetent, 50 17 very-great-extent, 18 he-was-introduced, 19 receive-interest, 20 compound-it. 60

9. Letter. (167-2:45.)

Iowa City, Iowa, May 11,

Mr. John Young, Springfield, Ill. My-Dear-Sir:—

Are-you still engaged in the-manufacture²⁵ of-rotary churns? A-gentleman in-this city has recently purchased a-large dairy-farm near here and-intends to-go into the-but-ter-making⁵⁰ business very largely.

Since learning of-this yesterday it-has occurred to-me that the-rotary churn which-you were manufacturing when-I-was in⁷⁵ Springfield would-be just the-thing for-him. If-you are still interested in-this business, send me your descriptive catalogue and-I-will place¹⁰⁰ it in the-hands of the-aforesaid gentleman and-at the-same time personally urge-him to adopt the-churn you-are making. Knowing what¹²⁵ I-do of-it, I-am sure it-would please-him. If-you-like you-might also write the-gentleman direct. His name is Henry¹⁵⁰ Patterson, and-mail will reach-him addressed simply, Iowa City, Iowa. I-am,

Sincerely-yours, John Elfring.¹⁶⁷

10. Letter. (238-3:55.)

Springfield, Ill., May 14,

Mr. John Elfring, Iowa City, Iowa.

Dear-Sir:-

I-was-much pleased to-receive your-letter²⁵ of-recent-date. I-am still in the-same business in-which I-was engaged when-you were here. The-only change in the-business⁵⁰ is-that I-am now sole proprietor, having recently bought out the-parties formerly interested with-me.

I-send-you to-day our new catalogue.⁷⁵ I-beg to-call your attention to-several very important improvements we-have made in our churns. These are all fully explained in the-catalogue.¹⁰⁰ I-am sure our churn would please Mr. Patterson. I-shall wait until I hear from-you again beforewriting him direct. I-hope-you¹²⁵ may-be able-to persuade-him to-place an-order with us. In-case-you succeed, I-shall of-course, be-pleased to allow-you¹⁵⁰ the-regular twenty per cent. commission which we allow our agents.

If-you-are in the-hardware business, as your letter-head indicates, would-it¹⁷⁵ not be possible for-you to-take the-agency for our churns in Iowa City, Iowa? We-are now making a-small churn especially for²⁰⁰ family use among farmers. They-are taking wonderfully well. I-would ask your attention to-this churn, number 7, in the-catalogue sent-you to-day.²²⁵ I-am sure there-is money in-it for-you.

Respectfully,

John Young.²³⁸

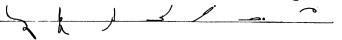
11. Translation.

LESSON XLVII.

AFFIXES.

- 1. There are a number of endings, or affixes, of frequent occurrence which, like the prefixes, are represented by abbreviated signs. They are as follows:
- (1) The endings ful, bel, bal and ble are represented by the simple letters ef and be, when it is inconvenient to modify these letters with the l-hook, as in forcible, distasteful, ostensible, wasteful.

- (2) The ending ship is represented by either ish or shay as in township, governorship. It is allowable to disjoin the ish or shay used for the ending ship when neither will make a distinct angle with the preceding letter. Since either the upward or downward stroke may be written, it is seldom necessary to disjoin the letter used for this ending.
- (3) A dot for ing is used when it is inconvenient to join the stroke ing at the end of words as in resting, hoisting.
- (4) In similar outlines the ending ings is likewise difficult to join. In such cases a dash is used, as in castings. The dash used for this purpose is written at right angles to the stroke at the end of which it is placed. The student should bear in mind that the dot and dash for the endings ing and ings should never be used except when it is not convenient to use the stroke ing since a joined letter is always more quickly written than one that is disjoined.
- (5) An s-circle is used to represent the ending self and a ses-circle for selves, as in myself, yourself, themselves.
- (6) A de is used at the end of words for the ending hood, as in manhood, childhood.
- (7) The wordsign for ever, is used for the ending ever in such words as whenever.
- (8) The s-circle is used for so when it occurs before the ending ever in such words as whensoever.
- (9) The endings ility, ality and arity are not written but are indicated by disjoining from the first part of the outline the letter immediately preceding the endings, as in hospitality, excitability, disparity.
 - 2. These affixes are illustrated in the following words:



forcible distasteful township governorship resting casting

myself



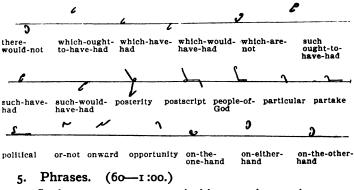
EXERCISE 47.

Using the proper endings write the following words:

3. List Words. (52-1:30.)

I Admissible, 2 permissible, 3 accessible, 4 ostensible, 5 surmountable, 6 cannibal, 7 tasteful, 8 graceful, 9 citizenship, 10 wardenship, 11 deanship, 12 warship, 13 lordship, 14 township, 15 rusting, 16 rafting, 17 roofing, 18 resting, 19 casting, 20 himself, 21 thyself, 22 myself, 23 yourself, 24 themselves, 25 ourselves, 26 yourselves, 27 itself, 28 reliability, 29 debility, 30 visibility, 31 feasibility, 32 instrumentality, 33 vitality, 34 mentality, 35 frugality, 36 brutality, 37 individuality, 38 fatality, 39 popularity, 40 familiarity, 41 disparity, 42 polarity, 43 stability, 44 futility, 45 admissibility, 46 inadmissibility, 47 unfamiliarity, 48 inhospitality, 49 formality, 50 informality, 51 instability, 52 potentiality.

4. Wordsigns.



I Such-a-temperament, 2 in-his-posterity, 3 in-a-post-

script, 4 was-very-particular, 5 a-new-part, 6 in-that-part, 7 will-partake, 8 political-influence, 9 he-keeps-onward, 26 10 a-great-opportunity, 11 a-poor-casting, 12 was-accessible, 13 saw-a-cannibal, 14 offered-the-deanship, 15 worship-the-people, 16 over-the-township, 17 take-it-himself, 18 go-them-selves, 50 19 the-wardenship-cases, 20 will-take-it-himself, 21 will-worship-him. 60

6. Letter. (84—1:20.)

Lexington, Ky., Jan. 1,

John Phillips,

Detroit, Mich.

My-Dear-Sir:-

Will-you please send me at-once a-catalogue²⁵ of-your various styles of show-cases. I-am-preparing to open a-jewelry store in-this city in-a-short-time and-shall want⁵⁰ several cases especially for-this line of business.

With-your catalogue be-sure to name discounts for cash with order. A-prompt reply will confer⁷⁵ a-favor. I-am,

Very-truly-yours,

Thomas Ackerson.84

7. Letter. (125-2:00.)

Denver, Colorado, Dec.31,

Pingree & Smith,

Detroit, Mich.

Gentlemen:-

Your Western representative called yesterday. Unfortunately I-was out-of²⁵ the-city and-hence was-unable-to give him a-small order I-had decided to-place with-your house. As-your agent may-not⁵⁰ be-here again in-time for-you toget the-order through-him and-have the-stock shipped not later-than February 1st, I-have⁷⁵ decided to-send the-order direct.

You-may ship-me on or before February 1st ten cases ofyour composite shoe, assorted sizes from No.¹⁰⁰ three to six, divided as-you usually do as-to widths. I-desire these sent with draft, March 1st, thirty days.

Respectfully-yours,

John Morton.125

8. Letter. (106—1:45.)

Detroit, Mich., Jan. 5,

Mr. John Morton,

Denver, Colorado.

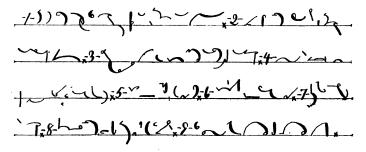
My-Dear-Sir:-

We-have your valued order of Dec. 31.25 The same shall-have our most careful attention. The-terms you-mention are-entirely satisfactory to us.

We regret that-you were-not at-home⁵⁰ when-our Mr. Sanders called. He-had a-number of new styles of shoes which we-were very anxious for-you to see. We-think⁷⁵ they-are especially fine. We-are sure you would have-been pleased with-them and-would have-placed at-least a-small order with Mr.¹⁰⁰ Sanders.

Yours-truly, Pingree & Smith. 106

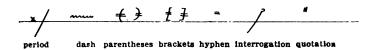
9. Translation.



LESSON XLVIII.

PUNCTUATION.

- 1. As a rule very few, if any, marks of punctuation are used in Shorthand work, especially in rapid reporting.
- 2. When, however, time permits the insertion of the more important ones, it is best to write them, since it makes the transcription easier.
- 3. The punctuation marks made use of in reporting are as follows:
- (1) The period is represented (a) by a small cross, (b) by a double length chay written more nearly perpendicular than chay usually is. A period may also be indicated (c) by leaving a blank space of fully an inch or more.
- (2) The comma, colon, and semicolon are the same as in longhand.
- (3) A dash is indicated by a waving line from a quarter to a half inch long.
- (4) Parentheses and brackets are the same as in long-hand except that double dashes are struck through them.
- (5) A hyphen is represented by a double instead of a single dash as in longhand.
- (6) An interrogation is best represented by the sign for what joined to and followed by a double length chay.
- (7) A quotation is represented by two signs for or written side by side and closely together.
- 4. Italicized and capitalized words and expressions are indicated by a single line beneath words to be italicized and a double line beneath words to be written in capitals.
- 5. The following illustrations show the marks of punctuation described above:



6. Initial letters are written as follows:

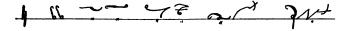
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		. *		

A BCDEF GHIJKL M N OP Q R S TUV W XY Z

- 7. The outline for after is omitted when the word occurs between repeated words as day after day, week after week, year after year, man after man. In such cases the word after is indicated by writing the outlines for the words preceding and following it near together, the second being placed a little below the first.
- 8. In expressions from one thing to another as, from place to place, from time to time, from door to door, etc., the outlines for the words from and to are usually omitted, they being indicated by placing the outlines for the repeated words side by side and near to each other.
- g. The words, of the, are usually omitted in very rapid reporting, they being indicated by placing the outlines for the preceding and following words near to each other, as in king-of-the-Greeks.
- 10. No confusion need arise by the same method being adopted to represent both from-to and of-the, since with from-to a repeated word is used while with of-the two different words must be used.
- in. The word company, when used immediately following the name of the company, is indicated by writing the letter kay across the last letter in the outline immediately preceding as in Central-Mills-Company. The words association and society are expressed in a similar way, the former by writing ish and the latter by writing es through the

last letter of the preceding word, as in University Oratorical-Association and Emerson Literary-Society.

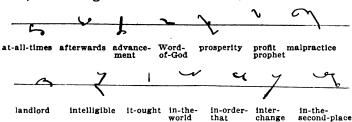
- 12. When the letter immediately preceding the kay, ish or es is made in the same direction as the letter which must be struck across it, the first preceding letter made in a different direction must be the one selected across which to write the ish, kay or es.
- 13. These general methods of abbreviation are illustrated as follows:



day-after- from King-of- Central Mills- Emerson Literary University Oratorical- Association to place

EXERCISE 48.

14. Wordsigns.



15. Phrases. (60-1:00.)

I From-city-to-city, 2 from-house-to-house, 3 tree-after-tree, 4 book-after-book, 5 window-after-window, 6 from-room-to-room, 7 from-lamp-to-lamp, 25 8 from-chair-to-chair, 9 day-of-the-week, 10 hour-after-hour, 11 result-of-the-action, 12 desk-after-desk, 13 policy-of-the-governor, 14 Detroit Publishing-Company, 50 15 National Engraving-Association, 16 National Shorthand-Society, 17 New-York Carbon-Company, 60

16. Letter. (150-2:30.)

New Albany, Ind., May 15,

Mr. John Phillips, Detroit, Mich.

Dear-Sir:-

In-reply-to your letter of May 12.25 We cannot-possibly ship-you before June 1, the-special size bevel-edge glass for show-cases you-are making. We-have a-very large⁵⁰ rush order of-special sizes for-a New-York dealer who-is a-heavy purchaser. We cannot therefore drop this and-take-up your order⁷⁵ before May 26. This-will enable us-to forward-same by June 1. We-hope this-will be-satisfactory. It does not-often happen¹⁰⁰ that-we-are unable-to give-your special orders our immediate attention. Please-let us know at-once whether you-can wait that-long¹²⁵ and-if so, we-will make-special arrangements to-get the-order out on the-date mentioned. We-are,

Yours-truly, Indiana Plate-Glass-Co. 150

17. Letter. (179-3:00.)

Detroit, Mich., May 16,

Indiana Plate-Glass-Co., New Albany, Ind. Gentlemen:—

I-have just received your letter of yesterday.²⁵ I-have wired party for-whom I-have the-order for cases, special size glass for-which you-have my order under-date of May⁵⁰ 12. He-replies that-he-has advertised quite extensively andat great expense, to open on June 15, and-that he-must-have⁷⁵ cases by June 10. Now, if-you-can fill my order, shipping same by-express on June 1, it-will give-me six-days¹⁰⁰ to-fit-up the-cases after the-plate arrives and-allow

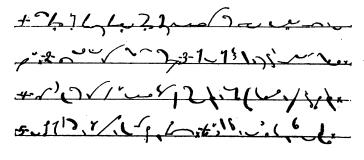
three-days for-delivery. This gives but-very narrow margin. You-may, however, go¹²⁶ on-with the-work. I-shall expect to-receive the-plate by-express on June 2 without fail. I-would much-rather lose on-this¹⁵⁰ job than disappoint this patron who-is one-of-my best customers.

Please have your manager give-this special order his personal attention.¹⁷⁸

Respectfully-yours,

John Phillips. 179

18. Translation.



LESSON XLIX.

MINOR PRINCIPLES.

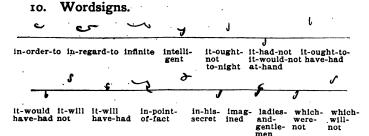
r. In derived words, the general rule is to add such strokes, hooks or circles to the outline for the primitive as may be necessary to represent the derivative. For example the derived word saying is written by adding ing to es, the outline for the primitive say. The reporter usually makes many exceptions to this rule when by so doing speed may be gained and the shorter outline is legible. This is

especially true where the primitive has a somewhat modified form and pronunciation in the derivative as in written which has the outline ret-en instead of ray-te-en, which would be the full outline for write with the en added.

- 2. Where a primitive is represented by a wordsign the wordsign is made a part of the outline for the derived word. For example, endanger would be written en-jer.
- 3. In compound words the proper outlines for the two words are usually united without modification. In case a poor angle results they may be disjoined, in which case the outlines for the two parts are written near each other.
- 4. It may be necessary to vary any rule relative to the formation of outlines: (1) When clearness makes it necessary to secure distinct angles; (2) When it is clearly evident that more easily written outlines may thereby be secured without loss of angularity or without causing ambiguity.
- 5. Ordinarily, outlines for words which should be capitalized are not underscored when fully vocalized. Instances may occur, however, when both a proper and a common noun are written and pronounced alike and where, in a sentence, either would make complete sense, as for example: "He was living in the Brown (brown) house." In such a case an underscore beneath the outline for brown would indicate that the name Brown was meant, if such were the case; while if merely the color brown were meant, no underscore would be needed. The full vocalization of the outline would not obviate the difficulty.
- 6. In all kinds of reporting, the first time a proper name occurs, unless it is a very common one, it should be spelled out in longhand. After that, when it occurs in the same

letter or report, it may be written in Shorthand. The long-hand will give the proper spelling and the Shorthand the correct pronunciation. For example, in the name Beauchamp, (pronounced Beecham), the Shorthand would give no intimation of the unusual spelling, while the spelling would not indicate the pronunciation.

- 7. In such words as moral and immoral, mortal and immortal, etc., where the outline and the accented vowel are the same for both the positive and negative forms it is necessary to insert an initial vowel in the outline for the negative word.
- 8. In writing proper names in Shorthand it is advisable not to write the outlines too briefly. In such words the outlines should always be full enough so that, if need be, the word may be completely vocalized.
- 9. Experienced reporters frequently adopt abbreviated outlines for words and phrases of common occurrence in the business in which they are engaged. Beginners should not attempt anything of this sort. Such special abbreviations may be learned to advantage only after one becomes familiar with the peculiar terms common to the business in which he may be employed. As very few Shorthand students have any idea what line of work they will take up, one cannot familiarize himself with the specially contracted words and phrases which he will need later on.



EXERCISE 49.

11. Phrases. (60—1:00.)

I In-order-to-go-there, 2 in-regard-to-my-opinion, 3 he-was-intelligent, 4 in-his-infinite-love, 5 an-infinite-being, 6 it-will-have-had-enough, 25 7 it-will-have-had-ten, 8 it-will-not-do-so, 9 it-will-not-take-any-time, 10 it-will-not-take-notice, 11 in-his-secret-doings, 50 12 in-his-secret-influence, 13 it-ought-to-have-had-occasion. 60

12. Letter. (400—6:30.)

Manistee, Mich., August 11,

Miss Mattie Allison, Ann Arbor, Michigan.

Dear Miss Allison:-

I-had the-pleasure of a-visit²⁵ from-your brother last evening. Henry told-me that-he-had just heard from-you and-you had written him how-you were getting along⁵⁰ at-the Shorthand School. From what he-said I-judge that-you have just-had the-last lesson in-your text-book and-would begin⁷⁵ a-review next week. I-think you-have done remarkably well to-have completed the-lessons so soon. I-know your text-book is much¹⁰⁰ simpler than the-one I-studied. This no-doubt makes the-work considerably easier.

What I-had especially in mind when I-began this letter¹²⁵ was to-impress upon you the-necessity of committing the Wordsigns very thoroughly. Although our teacher told-us over-and-over-again to-do this,¹⁵⁰ we students did-not realize of how much-importance this was until after-we-had taken-positions. Then I-found that I-had thoughtlessly neglected¹⁷⁵ one-of the-important-parts of Shorthand. Another-thing to-which I-did-not give-enough-attention was practice. There were-several girls in-our²⁰⁰ class and-we

often wasted in-gossip hours which should-have-been given to-earnest practice. I-know-that I-might have completed the-work²²⁵ several weeks sooner had-it not been forthis. I-know you-have an-excellent teacher, but no matter how-good-the instruction you-cannot 250 hope to-make asuccess unless you, yourself, do-some hard work. You-will pardon me for-being so-very plain. I-only wish someone²⁷⁵ in-whom I-had confidence had-written me thus while I-was in-school. Having-taken the-course at-which you-are now at work300 and-then having-gone directly to-work as-anamanuensis, I-feel that I-am in-a-position to-talk to-you ina-manner⁸²⁵ that-will-be of benefit to-you. Still I-probably should-not write-thus plainly if I-did-not know-you to-be a-sensible girl who-would take-this in-the-right spirit. I-would be-pleased to-hear from-you from-time-to-time asyour work progresses.875 When-you finish-the-course Ithink I-can be of-some assistance to-you in securing you a-Very-truly-yours, position.

Florence Jennings. 400

13. Translation.

LESSON L.

REVIEW.

- i. Questions:
 - (1) What prefixes are represented by dots?
 - (2) Give two examples of each.
 - (3) What prefixes are represented by the s-circle?
 - (4) Give two examples of each.
 - (5) What prefixes are represented by a slanting tick?
 - (6) Is the tick joined to what follows?
 - (7) In what direction does the tick slant?
 - (8) What prefix does the disjoined em represent?
 - (9) Give two examples.
- (10) What prefixes are represented by a joined half length en?
 - (11) Give an example of each.
 - (12) How is the prefix post written?
- (13) How are con, com and cog represented when they occur between two other consonants in a word?
- (14) Is it wise for a beginner to sometimes omit the prefix for con, com and cog?
- (15) When a word ends in ble, bel, bal or ful and it is not convenient to use the l-hook, how are these endings written?
 - (16) How is the ending ship represented?
- (17) Is it ever allowable to disjoin the character used to represent this ending?
 - (18) How is the ending ing sometimes written?
- (19) In what cases only is it allowable to use the dot for the ending ing?
- (20) In similar cases, where we have the ending ings, how is it written?

- (21) Give examples of the proper use of the special signs for the endings ing and ings.
 - (22) How are the endings self and selves written?
 - (23) Give two examples of each.
 - (24) How is the ending hood written?
 - (25) Give two illustrations.
 - (26) How is the ending ever written?
- (27) When the syllable so precedes the ending ever how is it written?
- (28) Give two examples each of the use of the ending ever and the use of the s-circle for so.
- (29) How are the endings ility, arity and ality represented?
- (30) Are the marks of punctuation generally written in reporting?
- (31) In what three ways may the period be represented in Shorthand?
- (32) When used, how are the comma, semicolon and colon written?
 - (33) How is the dash written in Shorthand?
- (34) In what way do parentheses and brackets in Shorthand differ from those in longhand?
 - (35) How is the Shorthand hyphen written?
 - (36) How is a question indicated in Shorthand?
- (37) How are capitalized and italicized words indicated?
 - (38) Give the alphabet in Shorthand.
- '(39) How are from and to indicated when used in an expression from one thing to another?
 - (40) How is of the indicated in certain cases?
- (41) How are the words company, association and society sometimes written?

- (42) How are the outlines for derived words formed?
- (43) If a primitive is represented by a wordsign how is a word derived from the primitive written?
- (44) Is it ever necessary to underscore proper names when fully vocalized?
- (45) When should a proper name be written out in longhand?
- (46) When an affirmative and negative have the same outline how is the negative indicated?
- (47) Should every possible contraction be used in outlines for proper names?
- (48) Is it advisable for the student to learn abbreviations used only in special lines of business?

EXERCISE 50.

2. List Words. (30—:45.)

Contemplate construe anticipation circumference recompense companion counterpoise postman interval recognize inconsistent concern unconscious conversion contemplation permissible cannibal wardenship rusting himself yourselves reliability instrumentality mentality brutality²⁵ popularity familiarity admissibility inhospitality instability.⁸⁰

× 3. Wordsigns.

As-great-as, able-to, at-any-rate, able-to-give-it, at-all-its constructive, consequence, consequent, consequential, comprehend, comprehension, consider, consideration, confidential, calculate, great-extent, greater-than, Great-Britain, heretofore, hesitate, human-nature, intellect, intelligence, incompetent, part, (party,) individual, there-would-not, whichought-to-have-had, which-have-had, which-would-have-had, such-ought-to-have-had, which-are-not, such-have-had, such-would-have-had. posterity, postscript, people-ofparticular, partake, political, or-not, God,

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opportunity, on-the-one-hand, on-either-hand, on-the-other-hand, at-all-times, afterwards, advancement, Word-of-God, prosperity, profit, (prophet,) malpractice, landlord, intelligible, it-ought, in-the-world, in-order-that, interchange, in-the-second-place, in-order-to, in-regard-to, infinite, intelligent, it-ought-not, (to-night,) it-had-not, (it-would-not, at-hand,) it-ought-to-have-had, it-would-have-had, it-will-not, it-will-have-had, in-point-of-fact, in-his-secret, imagined, ladies-and-gentlemen, which-were-not, which-will-not.

4. Phrases. (111—1:50.)

As-great-as-can-be able-to-call was-able-to was-at-all-its they-will-calculate-it greater-than-any was-human-nature²⁵ strong-intellect very-great-extent such-a-temperament in-a-postscript a-new-party will-partake he-keeps-onward a-poor-casting saw-a-cannibal⁵⁰ worship-the-people take-it-himself I-will-take-it-myself from-city-to-city tree-after-tree window-after-window from-room-to-room⁷⁵ from-chair-to-chair hour-after-hour National Engraving-Association in-order-to-go-there he-was-intelligent an-infinite-being it-will-have-had¹⁰⁰ it-will-not-take-any it-ought-to-have-had-occasion.¹¹¹

· 5. Letter. (167-2:45.)

Iowa City, Iowa, May 11,

Mr. John Young, Springfield, Ill. My-Dear-Sir:—

Are-you still engaged in the-manufacture²⁵ of-rotary churns? A-gentleman in-this city has recently purchased a-large dairy-farm near here and-intends to-go into the-butter-making⁶⁰ business very largely.

Since learning of-this yesterday it-has occurred to-me that the-rotary churn which-you were manufacturing when-I-was in⁷⁶ Springfield would-be just the-thing for-him. If-

you are still interested in-this business, send me your descriptive catalogue and-I-will place¹⁰⁰ it in the-hands of the-aforesaid gentleman and-at the-same time personally urge-him to adopt the-churn you-are making. Knowing what¹²⁵ I-do of-it, I-am sure it-would please-him. If-you-like you-might also write the-gentleman direct. His name is Henry¹⁵⁰ Patterson, and-mail will reach-him addressed simply, Iowa City, Iowa. I-am,

Sincerely-yours,

John Elfring.167

6. Letter. (84-1:20.)

Lexington, Ky., Jan. 1,

John Phillips,

Detroit, Mich.

My-Dear-Sir:—

Will-you please send me at-once a-catalogue²³ of-your various styles of show-cases. I-am-preparing to open a-jewelry store in-this city in-a-short-time and-shall want⁵⁰ several cases especially for-this line of business.

With-your catalogue be-sure to name discounts for cash with order. A-prompt reply will confer⁷⁵ a-favor. I-am, Very-truly-yours,

Thomas Ackerson.84

7. Letter. (150-2:30.)

New Albany, Ind., May 15,

Mr. John Phillips, Detroit, Mich.

Dear-Sir:--

In-reply-to your letter of May 12.25 We cannot-possibly ship-you before June 1, the-special size bevel-edge glass for show-cases you-are making. We-have a-very large50 rush order of-special sizes for-a New-York dealer who-is a-heavy purchaser. We cannot therefore drop this and-take-

up your order⁷⁵ before May 26. This-will enable us-to forward-same by June 1. We-hope this-will be-satisfactory. It does not-often happen¹⁰⁰ that-we-are unable-to give-your special orders our immediate attention. Please-let us know at-once whether you-can wait that-long¹²⁵ and-if so, we-will make-special arrangements to-get the-order out on the-date mentioned. We-are,

Yours-truly, Indiana Plate-Glass-Co. 150

8. Letter. (179-3:00.)

Detroit, Mich., May 16,

Indiana Plate-Glass-Co., New Albany, Ind.

Gentlemen:-

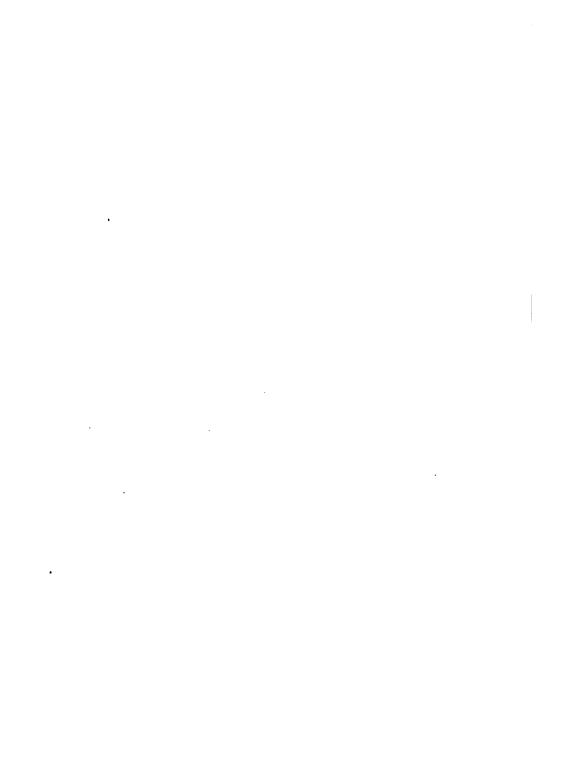
I-have just received your letter of yesterday.²⁵ I-have wired party for-whom I-have the-order for cases, special size glass for-which you-have my order under-date of May⁵⁰ 12. He-replies that-he-has advertised quite extensively andat great expense, to open on June 15, and-that he-must-have⁷⁵ cases by June 10. Now, if-you-can fill my order, shipping same by-express on June 1, it-will give-me six-days¹⁰⁰ to-fit-up the-cases after the-plate arrives and-allow three-days for-delivery. This gives but-very narrow margin. You-may, however, go¹²⁵ on-with the-work. I-shall expect to-receive the-plate by-express on June 2 without fail. I-would much-rather lose on-this¹⁵⁰ job than disappoint this patron who-is one-of-my best customers.

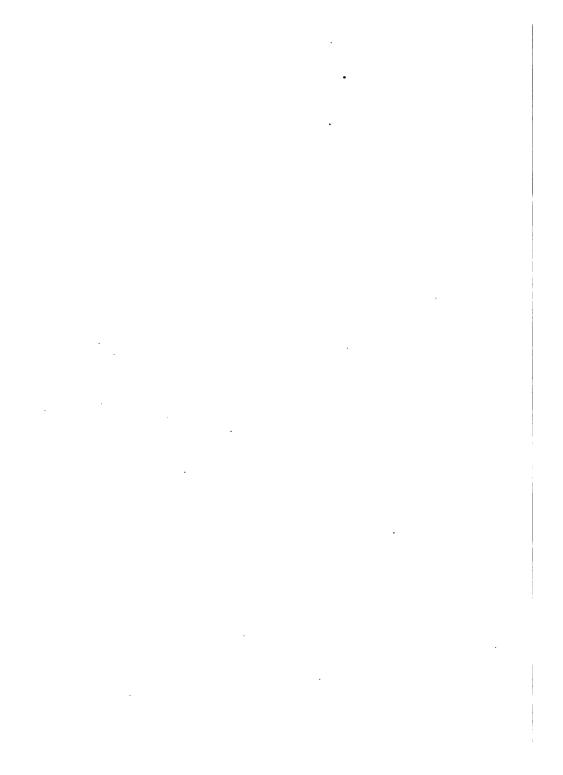
Please have your manager give-this special order his personal attention.¹⁷⁵

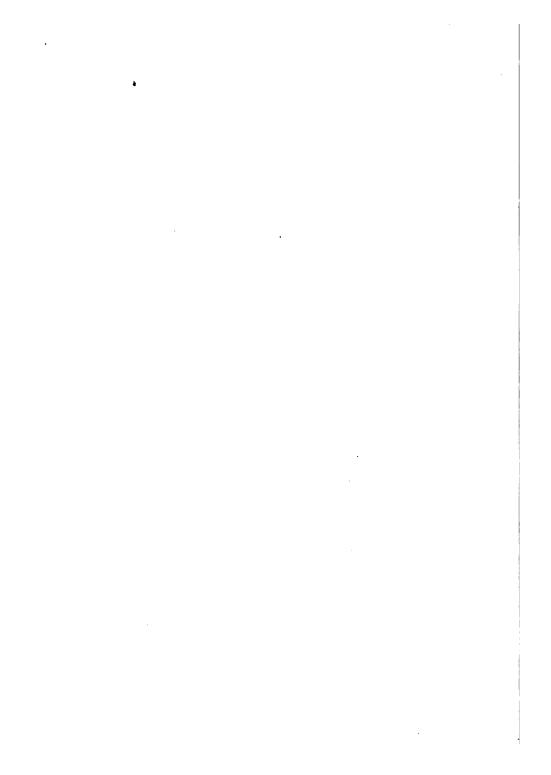
Respectfully-yours,

John Phillips. 178

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Wordsigns

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every every-one examination	2-00	good-and-bad govern governed	
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expr ession extern ai extraordinary		guilty had had-it	
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familiar fear-of-God feature		happiness happy hard	·/···/···
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Lord-Jesus-Christ loves-us magazine magnificent majority malpractice manner manufacture manufactured manufacturing manuscript may-as-well may-as-well may-not measure member-of-congress member-of-the-legist mercy mere	. 97	New-Hampshire New-York-City next next-time no-other nor North-America Northwest Northwestern nothing notwithstanding November now nowhere number objection objection objective objectively	

on on-either-hand one-of-the-best		proficiency proficient profit ,	•
one-of-the-most one-or-two only	<u> </u>	proper property prophet	
on-the-one-hand on-the-other-hand onward	••••••	prosperity providence providentiai	
operation opinion opportunity	7	public publish published	
oppression or organize		punish punished punishment	
or-not ought ought-to-have		pure question quick	
our-own out-of over-and-over-again		quite railway-car rather	- \
overwhelm owe owner		rather-than recollect reduction	
ownership part partake	7	reflective reflectively reform	
particular party pecul ia r		reformation regular reliable	
peculiarity people people-of-God	\	religion relinquish rem a rk	
perfect perfection perform	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	remarkable remember represent	
perhaps pleasure P. M.		representation representative represented	
political popular posterity		respect respectability respectable	•••••
postmark postoffice postcript	k	respectful respectfully responsible	太太太
poverty practicable practical	7	revelation revolution said-to-have	
practice principal principle		salvation satisfaction satisfactory	
probability probable probably		satisfied satisfy Savior	Ċ

	s		STU
scripture secure senior	***************************************	sure surprise suspicion	\$
set-forth set-off several	2 2 2	takes-us tell tell-it	ا ما
shall shorthand should	12,	tell-us temperament temperance	••••••
signature significant signification		temperate temptation territory	b
signify similar similarity	•	testament testimony thank	
simple simply single	℃	that the their	.(
six-or-seven some-one some-other		them the-other the-other-one	.(
some-other-one something some-time		there therefore there-would-not	•••••••
somewhat South-America speak		they-are they-are-not they-will	<u></u>
special speech spirit	٩	thing think this-is	<u> </u>
spoke spoken square	99	this-system this-will three-or-four	6621
stenographer stenographic stenography		till-it to to-be	ر الله الله الله الله الله الله الله الل
subject subjective such-a-one	9	to-become together told	
such-are such-are-not such-are-to-have	9 ú.	to-night too toward	1.
such-have-had such-ought-to-have such-ought-to-have	-had	towards truth try-to-have	1
such-were such-were-not such-were-to-have	<u>, </u>	twolve two two-or-three	(xx)
euch-will such-would-have such-would-have-ha	P	unconcerned under undergo	3
sufficient sufficiently suppress	U Ü	understand uniform union	<u></u>

unite Unit ed-States unit y		which-were-to-have which-will which-will-have	1.6
universal universe university	••••••	which-will-not which-would-have which-would-have-ha	a
uniess until until-it	Ser.	which-would-not while white	
upon-his upon-it use-it		who who-ever who-have	
usual usually very	11	whole wholly whom	
virtue was Washington	3)1	whose why why-not	3
watch we-are	/ " "	will-not wisdom	
we-are-not welcome weil	J	wish with withdraw) •
we-may we-must were	2. C. C.	with-him within with-me	
were-not Western West-Virginia	<i>O</i> , Y	with-my without with-regard-to	
we-will what whatever	L	with-whom witness word	·z
when where which		word-of-God world would	·
which-are which-are-not which-are-to-have	7	ye year yesterday	
whichever which-had-not which-have	4	yet you young	
which-have-had which-not which-ought-not		your yourself yours-truly	
which-ought-to-have which-ought-to-have which-were-not	e-had	vouth	(